DOCUMENT RESUME

ED 158 730 IR 006 192

AUTHOR	Mohr, Phillip J.
TITLE	Television, Children, and Parents. A Report of the Viewing Habits, Program Preferences, and Parental Guidance of School Children in the Fourth through the Ninth Grades in Sedgwick County, Kansas (November, 1976).
INSTITUTION	Wichita State Univ., Kans.
SPONS AGENCY	American Broadcasting Co., New York, N.Y.
PUB DATE	1 Jun 77
NOTE	483p.
EDRS PRICE	MF-$1.00 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Age Differences; *Behavior Patterns; *Children; Commercial Television; Parent Attitudes; *Parent Influence; *Parents; Sex Differences; Statistical Analysis; *Television Research; Television Surveys; *Television Viewing; Viewing Time

ABSTRACT

Television viewing habits, program preferences, and parental guidance at 5,167 randomly selected urban/rural Kansas children in grades 4-9 were studied. Data collected by the administration of structured questionnaires to the children in 254 classrooms and separate questionnaires completed by 4,882 of the childrens' parents indicated that: (1) the children devoted approximately 3-1/2 hours daily to television; (2) parental limitations on viewing times were more strict on nights before school days--70% and 90% of the children and parents, respectively, reported that viewing must cease at or before 10:00 p.m.--than on nights before non-school days--no parental limitations on viewing times were reported by 60% to 70% of the respondents; (3) parents and children frequently differed in program preferences, suggesting difficulties for broadcasters in providing "common denominator" programs appropriate for family viewing; and (4) 80% to 90% of parents and children reported no parental guidance on 68 evening and 24 Saturday morning programs listed on the questionnaires. Demographic analyses of the data are also reported. (Author/CMV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED158730

TELEVISION, CHILDREN,
AND
PARENTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Report of the Viewing Habits, Program Preferences,
and Parental Guidance of School Children in the Fourth
through the Ninth Grades in Sedgwick County, Kansas
(November, 1976).

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Philip J. Mohr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

IR006192

Dr. Phillip J. Mohr
Department of Speech Communication
Wichita State University
Wichita, Kansas

June 1, 1977

ACKNOWLEDGMENTS

Throughout the term of this study, from conception to delivery, there were many sources of material and moral support to whom I wish to express my appreciation.

The ABC Television Network provided the initial stimulus in soliciting research studies which would offer additional insight into the impact of television upon society, especially children. Without the award of $20,000 by ABC-TV, this study probably would have remained an unfulfilled curiosity of mine. Special recognition goes to Mr. Marvin Mord, Vice President for Research Services, and to Mr. Herman Keld, Director of Primary and Social Research, and their associates, who faithfully provided the financial wherewithal on schedule, and meticulously honored the network's commitment to respect the autonomy and academic integrity of Wichita State University in the conduct of the study.

A number of my academic colleagues were prominent in the logistic and administrative areas. Dr. L. M. Benningfield, Dean of the Graduate School, was instrumental in securing the commitment of university research funds to supplement the ABC-TV award. Dr. P. J. Magelli, Dean of Fairmount College of Liberal Arts and Sciences, and his Associate Deans--Dr. J. J. Snyder, Dr. M. A. Reif, and Dr. R. M. Smith--provided extensive administrative support and expedited the submission of the research proposal.

Frederick Sudermann, Director of Research and Sponsored Programs, and his associates at Wichita State University, Ms. Diane Lewis and Ms. Phyllis Schneider, handled the accounting of receipts and expenditures, and successfully contained my impulses within budgetary limits.

Mr. Carroll R. Gunter, Scientific Programmer of the University's Digital Computer Center, provided invaluable assistance in coordinating the key-punching of over 40,000 data cards, and programmed the seemingly endless cross-tabulations that I requested.

All of the financial, logistic, and administrative support of the university and the network would have been for naught without the requisite approval and cooperation of the administrators and instructors in the ten unified school districts (USD) in Sedgwick County. To the following superintendents, and through them to the principals and instructors in their districts, I convey my profound appreciation:

Dr. Alvin E. Morris, USD 259, Wichita, Kansas
Mr. Loren L. Van Petten, USD 260, Derby, Kansas
Dr. James F. Shoemake, USD 261, Haysville, Kansas
Mr. James Jerome, USD 262, Valley Center, Kansas
Mr. Dean Parks, USD 263, Mulvane, Kansas
Mr. M. L. Williams, USD 264, Clearwater, Kansas

Mr. Calvin Vogelgesang, USD 265, Goddard, Kansas
Mr. Bill D. Meggenberg, USD 266, Maize, Kansas
Mr. Gerald L. Kerschen, USD 267, Andale, Kansas
Mr. William S. Neuenswander, USD 268, Cheney, Kansas

Special recognition is given to Dr. A. W. Dirks, Director of Research, Planning, and Development Services, and Mr. Carroll Liechti, Director of Administrative Research--both of the Wichita school system. These gentlemen coordinated the random selection of classes in USD 259, and provided helpful suggestions on the conduct of the survey, based on their extensive experience with research studies of students in the public schools.

The following principals and instructors in Wichita were most cooperative in making their classes available for the September pretest of the questionnaires, associated materials, and administrative procedures which ultimately were incorporated in the survey in mid-November:

Mr. Willard I. Brooks, Principal, and Ms. Deloris Morris, Instructor of the fourth grade, Carter Elementary School.

Mr. David H. Lawson, Principal, and Ms. Denise E. Wells, Instructor of the sixth grade, Adams Elementary School.

Mr. Donald Wischmeyer, Principal, and Ms. Darla Rosendahl, Instructor of the sixth grade, Holy Cross Lutheran School.

Dr. Donna J. Copley, Principal, and Ms. Janice K. Clark, Instructor of the eighth grade, Brooks Junior High School.

During the 1976-77 academic year, eleven graduate students and majors in communications were enrolled in Speech 672, "Practicum in Audience Measurement," a course for which I was the instructor. This was a unique situation for them, as it provided experience in "the real thing," in contrast to the normal, hypothetical, classroom exercises. "Learning by doing" was the modus operandi of the course, and these fine students spent countless hours in all stages of the project--from philosophical discussions of research rationale to the tedious but essential tasks of stuffing envelopes, assembly of packets for the selected classes, editing of over 10,000 six-page questionnaires, and transfers of data from computer printouts to the tables which figure so prominently in this report (as the readers will soon see). The students also were given assignments to prepare preliminary evaluations of data, and I acknowledge the incorporation of their findings into the analyses provided in Chapters III through IX. The students whom I salute with a hearty "well done" were, in alphabetical order:

Deborah D. Bardo
Dale L. Barnes
Linus H. Brandt
Sandra G. DeVore
Todd K. Duke
Randy B. Gaines
Evelyn Hamilton
Melford G. Holmes
Mary J. Loomis
Roy H. Messmore
Jack D. Oliver

From August through February, Deborah Bardo also served as my research assistant and cheerfully and ably responded to my requests for resolution of the myriad of administrative details associated with the study. In March, she joined her husband, a Fulbright Scholar, at Monash University in Australia. "Debbie" did a superb job, and she was sorely missed in the later stages of the project.

Certainly not least to be acknowledged are the diligence and competence of Bonnie G. May who undertook the forbidding task of typing the final manuscript, including the spacing of ninety-one tables heavily laden with statistical data. If readers experience optic fatigue in exploring those tables, they can empathize with Bonnie.

Finally, I wish to express my appreciation to the parents and their children who participated in the survey. Although they will remain forever anonymous, they ultimately were responsible for the findings of the study. Without them, of course, this report would not have been possible.

Again, to all, my most sincere "thanks"!

Phillip J. Mohr
June 1, 1977

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS. ii

LIST OF TABLES ix

LIST OF ILLUSTRATIONS. xvii

Chapter

I. INTRODUCTION. 1

Origin, Rationale, and Objectives of this Study
Review of Relevant Literature
Scope and Locale of the Investigation
    Sedgwick County revisited
    Description of the survey locale
Epilogue to a Prologue

II. METHODOLOGY 20

Refinement of the Target Population
Techniques and Instruments of Measurement
    Techniques of measurement
    Instruments of measurement
Pre-Survey Coordination with School Administrators
Sample Design and Selection
Sample Design Model
Reproduction and Assembly of Survey Materials
Conduct of the Survey
Sample Returns
    Student returns
    Parent sample and the student subset
Methodological Shortcomings
    Inclusion of non-Sedgwick respondents
    Differing interpretations of "no guidance"
    Errors in the construction of the questionnaires

III. THE INCIDENCE AND AMOUNT OF STUDENTS' VIEWING DURING LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS. 55

An Overview
Effects of the Variable of Sex Upon Viewing
Effects of Students' Grade Level Upon Viewing
Effects of Race and Residence Upon Viewing
    Viewing on Sunday-Thursday combined
    Differences in viewing, by day of the week
Effects of the Number of Sets in the Home Upon Viewing

Chapter Page

IV. STUDENTS' REPORTS OF TIMES IN THE EVENING WHEN THEY MUST STOP WATCHING TELEVISION 73

Reports of All Respondents
Variations Attributable to Grade Levels of the Students
Variations Attributable to the Sex of the Children
Variations Attributable to Students' Race and Residence
    Variations attributable to race
    Variations attributable to place of residence
Variations Attributable to the Number of Sets in the Home
    Effects of multiple-set availability on all respondents
    Variations attributable to the race of the students
    Variations attributable to students' grade level
    Variations attributable to residence of the students

V. STUDENTS' ATTITUDES TOWARD SPECIFIC PROGRAMS BROADCAST IN THE EVENINGS AND ON SATURDAY MORNING 86

Attitudes of Students Toward Programs Broadcast in the Evenings
    Responses of all students
    Effects of the variable of sex
    Effects of the grade level of students
    Effects of the variable of race
    Effects of the variable of urban/rural residence
Attitudes of Students Toward Programs Broadcast on Saturday Mornings
    Responses of all students
    Effects of the variable of sex
    Effects of the grade level of students
    Effects of the variable of race
    Effects of the variable of urban/rural residence
    Effects of the number of sets in the home

VI. STUDENTS' REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF TELEVISION PROGRAMS. 123

Students' Reports of Parental Guidance on Evening Television Programs
    An overview
    Effects of the variable of sex
    Effects of the grade level of students
    Effects of the variable of race
    Effects of the variable of urban/rural residence
    Effects of the number of sets in the home

Chapter Page

Students' Reports of Parental Guidance on Saturday Morning Programs
  Responses of all students
  Effects of the variable of sex
  Effects of the grade level of students
  Effects of the variable of race
  Effects of urban/rural residence
  Effects of the number of sets in the home

VII. COMPARISON OF STUDENTS' AND PARENTS' REPORTS ON TIMES OF THE EVENING WHEN CHILDREN MUST STOP VIEWING TELEVISION . . . 157

Reports of All Respondents
Variations Attributable to the Sex of the Respondents
Variations Attributable to the Grade Level of the Students
Variations Attributable to the Race of the Respondents
Variations Attributable to Place of Residence
Variations Attributable to the Number of Sets in the Home
Variations Attributable to Parents' Formal Schooling
Variations Attributable to Age of the Parents
Incidence of Children's Viewing Beyond Cutoff Times Prescribed by Parents on Nights Before School Days

VIII. COMPARISON OF STUDENTS' AND PARENTS' ATTITUDES TOWARD SPECIFIC TELEVISION PROGRAMS IN THE EVENINGS AND ON SATURDAY MORNING. 180

Attitudes of Parents and Children Toward Evening Television Programs
  Parents' favorite and disliked programs
  Shared attitudes of parents and children
  Variations attributable to variables other than sex
Attitudes of Parents and Children Toward Saturday Morning Television Programs
  Effects of the respondents' sex upon attitudes
  Differences attributable to variables other than sex

IX. COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS. . . 242

Parents' and Children's Reports of Parental Guidance on Evening Television Programs
  An overview
  Incidence of guidance on all listed programs
  Effects of the variable of sex
  Effects of the grade level of the student

Chapter Page

Analyses of Parental Guidance, by Types of Evening Television Programs
  Positive guidance on types of programs
  Negative guidance on types of programs
  Lack of parental guidance
Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs
  Reports of all respondents
  Differences attributable to the variable of sex
  Differences attributable to variables other than sex

X. SUMMARY. 289

Origin, Objectives, and Scope of the Study
Methodology
Major Findings
  Incidence and amount of children's viewing
  Parental limitations on children's evening viewing
  Attitudes of parents and children toward evening programs
  Parental guidance on the viewing of specific programs
A Summary of a Summary

Appendix

A. THE STUDENT AND PARENT SUBSAMPLES. 298

B. SIZE OF SAMPLES FOR SPECIFIED TABLES 301

C. THE QUESTIONNAIRES AND ASSOCIATED MATERIALS. 308

BIBLIOGRAPHY. 334

LIST OF TABLES

Table Page

1. Net Returns Completed Outside the Scheduled Survey Week. . . . 35

2. Comparison of Sample Dimensions with Population Parameters in Grade Level Distributions. 37

3. Analysis of Student Sample--Solicitation, Attrition, and Response. 38

4. Comparison of Sample Dimensions with Universe Parameters in Sex and Race Distributions 42

5. Analysis of Student Questionnaires Attempted and Completed, by Day of the Week and by Strata. 45

6. Analysis of Net Parental Returns 47

6A. Comparison of Net Returns From Parent and Student Samples 49

6B. Racial/Ethnic Distributions of Parent and Student Samples 50

7. Television Viewing by Students During Late Afternoons and Evenings Before School Days 57

8. Effects of Age and Education (Grade Level) Upon Students' Viewing During Late Afternoons and Evenings Before School Days 61

9. Effects of Race and Residence Upon Students' Viewing During Late Afternoons and Evenings Before School Days, Sunday-Thursday Combined. 65

10. Effects of Race and Residence Upon Students' Viewing During Late Afternoons and Evenings Before School Days, by Day of the Week 67

11. Effects of the Number of Sets in the Home on Students' Viewing in Late Afternoons and Evenings Before School Days--by Race and Residence of Students 70

12. Effects of the Number of Sets in the Home on Students' Viewing in Late Afternoons and Evenings Before School Days--by Grade Level of Student 72

Table Page

13. Time of the Evening Beyond Which Students are not Permitted to View Television. 74

14. Effects of Grade Level and Sex Upon Times of the Evening Beyond Which Students are not Permitted to View Television. 76

15. Effects of Race and Residence Upon Times of the Evening Beyond Which Students are not Permitted to View Television. 78

16. Effects of the Number of Sets in the Home on Times Beyond Which Students are not Permitted to Watch Television--by Race of Students 80

17. Effects of the Number of Sets in the Home on Times Beyond Which Students are not Permitted to Watch Television--by Grade Level of Students 83

18. Effects of the Number of Sets in the Home on Times Beyond Which Students are not Permitted to Watch Television--by Residence of Students 84

19. Most "Favored" and "Disliked" Evening Programs 88

20. Attitudes of Students Toward Television Programs Broadcast in the Evenings, 6:00-10:00 P.M. 91

21. Effects of Age and Education (Grade Level) Upon Students' Attitudes Toward Television Programs Broadcast in the Evenings, 6:00-10:00 P.M. 96

22. Effects of Race Upon Student's Attitudes Toward Television Programs Broadcast in the Evenings, 6:00-10:00 P.M. . . . 101

23. Effects of Place of Residence Upon Students' Attitudes Toward Television Programs Broadcast in the Evenings, 6:00-10:00 P.M. 106

24. Effects of the Number of Sets in the Home Upon Students' Attitudes Toward Television Programs Broadcast in the Evenings, 6:00-10:00 P.M. 110

25. Most "Favored" and "Disliked" Programs on Saturday Morning 115

Table Page

26. Attitudes of Students Toward Television Programs Broadcast on Saturday Morning 116

27. Effects of Age and Education (Grade Level) Upon Students' Attitudes Toward Television Programs Broadcast on Saturday Morning. 118

28. Effects of Race Upon Students' Attitudes Toward Television Programs Broadcast on Saturday Morning 119

29. Effects of Place of Residence Upon Students' Attitudes Toward Television Programs Broadcast on Saturday Morning 121

30. Effects of the Number of Sets in the Home Upon Students' Attitudes Toward Television Programs Broadcast on Saturday Morning. 122

31. Programs for Which the Most Positive and Negative Parental Guidance was Reported by Students 125

32. Student Reports of Parental Guidance on the Viewing of Specific Television Programs, 6:00-10:00 P.M. 127

33. Effects of Age and Education (Grade Level) Upon Students' Reports of Parental Guidance on the Viewing of Specific Television Programs, 6:00-10:00 P.M. 132

34. Effects of Race Upon Students' Reports of Parental Guidance on the Viewing of Specific Television Programs, 6:00-10:00 P.M. 136

35. Effects of Place of Residence Upon Students' Reports of Parental Guidance on the Viewing of Specific Television Programs, 6:00-10:00 P.M. 141

36. Effects of the Number of Sets in the Home Upon Students' Reports of Guidance on the Viewing of Television Programs Broadcast in the Evenings, 6:00-10:00 P.M. . . . 146

37. Student Reports of Parental Guidance on the Viewing of Specific Television Programs on Saturday Morning. 150

38. Effects of Age and Education (Grade Level) Upon Students' Reports of Parental Guidance on the Viewing of Specific Television Programs on Saturday Morning 152

Table Page

39. Effects of Race Upon Students' Reports of Parental Guidance on the Viewing of Specific Television Programs on Saturday Morning 153

40. Effects of Place of Residence Upon Students' Reports of Parental Guidance of the Viewing of Specific Television Programs on Saturday Morning. 155

41. Effects of the Number of Sets in the Home Upon Students' Reports of Guidance on the Viewing of Television Programs Broadcast on Saturday Morning. 156

42. Comparison of Parents' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television. 158

43. Comparison of Parents' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Grade Level of Children 161

44. Comparison of Parents' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Race of the Respondents 163

45. Comparison of Parents' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Place of Residence of the Respondents . . 165

46. Comparison of Fathers' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Number of Sets in the Home. 167

47. Comparison of Mothers' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Number of Sets in the Home. 168

48. Comparison of Fathers' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Highest Level of Formal Schooling of Fathers 171

49. Comparison of Mothers' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Highest Level of Formal Schooling of Mothers 172

Table Page

50. Comparison of Fathers' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Age of the Fathers. 174

51. Comparison of Mothers' and Children's Reports on the Times of the Evening When Children Must Stop Watching Television: By Age of the Mothers. 175

52. Children's Non-Compliance with Fathers' Guidance on the Times of the Evening Before School Days When They Must Stop Watching TV 177

53. Children's Non-Compliance with Mothers' Guidance on the Times of the Evening Before School Days When They Must Stop Watching TV 178

54. Evening Programs Most Popular With Parents 182

55. Evening Programs Most Disliked by Parents. 183

56. Comparison of Parents and Children in Their Selection of "Most Favored" Evening Television Programs. 185

57. Comparison of Parents and Children in Their Reports of "Most Disliked" Evening Television Programs 188

58. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Sex of Parents and Children. 190

59. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Grade Level of Children. 195

60. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Race of Parents and Children 199

61. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Place of Residence 204

62. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Age of the Fathers 208

Table | Page

63. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Age of the Mothers 213

64. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Fathers' Highest Level of Formal Schooling 218

65. Comparison of Parents' and Children's Attitudes Toward Television Programs in the Evenings, 6:00-10:00 P.M.: By Mothers' Highest Level of Formal Schooling 223

66. Parents' Most "Favored" and "Disliked" Programs on Saturday Morning. 229

67. Children's Most "Favored" and "Disliked" Programs on Saturday Morning. 230

68. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Sex of Parents and Children. 232

69. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Grade Level of Children 233

70. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Race of Parents and Children 235

71. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Place of Residence. 236

72. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Age of the Fathers. 237

73. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Age of the Mothers. 238

74. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Fathers' Highest Level of Formal Schooling 240

Table Page

75. Comparison of Parents' and Children's Attitudes Toward Television Programs on Saturday Mornings: By Mothers' Highest Level of Formal Schooling 241

76. Evening Programs for Which the Most Positive and Negative Parental Guidance was Reported by Parents and Children. 244

77. Comparison of Parents' and Children's Reports of Parental Guidance on Evening Television Programs, 6:00-10:00 P.M. 247

78. Comparison of Parents' and Children's Reports of Parental Guidance on Evening Television Programs, 6:00-10:00 P.M.: By Sex of Parents and Children. 252

79. Comparison of Parents' and Children's Reports of Parental Guidance on Evening Television Programs, 6:00-10:00 P.M.: By Grade Level of Children. 257

80. Comparison of Parents' and Children's Perceptions of Parental Guidance on Types of Evening Television Programs. 264

81. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs. 276

82. Comparison of Parents' and Children's Reports of Parental Guidance of Saturday Morning Television Programs: By Sex of Parents and Children 278

83. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs: By Grade Level of Children 280

84. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs: By Race of Parents and Children. 281

85. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs: By Place of Residence. 282

86. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs: By Age of the Fathers. 284

Table | Page

87. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs: By Age of the Mothers. 285

88. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs: By Fathers' Highest Level of Formal Schooling. 286

89. Comparison of Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs: By Mothers' Highest Level of Formal Schooling. 288

90. Size of the Student and Parent Subsamples. 299

91. Ranges of Sample Sizes for Specified Tables. 302

LIST OF ILLUSTRATIONS

Figure Page

1. Geographic Location of Wichita, Kansas. 13
2. Counties and Unified School Districts of Kansas 14
3. Unified School Districts of Sedgwick County 15
4. Sample Design Model 29
5. Program Categorization. 262

CHAPTER I

INTRODUCTION

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour. . . .

(Henry Wadsworth Longfellow, 1807-1882)

Throughout the conduct of this study, on occasion I have found myself remembering with some nostalgia "The Children's Hour," written by that great American poet of the nineteenth century. The poem, the first stanza of which is quoted above, and others crafted by Longfellow's pen (e.g., "The Village Blacksmith," "The Psalm of Life," and "The Courtship of Miles Standish") were required readings in the elementary school I attended many years ago.

"The Children's Hour" suggested a rather idyllic image of the home during a period of the day in which some of the most joyful and meaningful interaction and play occurred among children and their parents. Children were home from school. The father had returned from his labors. The evening meal, prepared by an affectionate, devoted wife and mother, had been consumed by an appreciative family. The dishes were washed and put away, and there was a period for family conversation, rollicking, and, as needed, serious parental counselling--a period which reluctantly was terminated as the time came for children to turn to their studies, for the father to read a book, newspaper, or the Bible, and for the mother to begin the daily repair of holes in stockings and breeches. To a degree, this stereotyped image of family life in earlier years, with a daily allocation of time to concerns and interests of children, has been recreated in a current television series, "Little House on the Prairie."

My nostalgia, of course, is a vicarious one, as I am not of Longfellow's generation! In my youth, the first of the electronic mass media had arrived in force, and my post-school, pre-homework hours were devoted in considerable part to the exciting comedies and dramas of radio, often in the company of the rest of the family.

Self-indulgence in nostalgia and reminiscence, however, is not the purpose of this introduction. I do wish to suggest very briefly and very broadly that over the years--during the "golden days" of radio, and later with the advent of television and the increasing pervasiveness of that medium in the home--there has always been some attention given to the concept of "family time." For their part, in varying degrees, broadcasters appear to have recognized the family listening/viewing concept in the scheduling of their programs, although never to the satisfaction of all concerned. Elementary examples are found in the scheduling of programs of purportedly greater appeal to children in the late afternoons and early evenings and on Saturday mornings. On weekdays, the content of programming in the early afternoons and in the evenings after 8:00 P.M. generally has been more "adult" in nature. Such obvious scheduling probably is designed with at least three purposes in mind: (1) to accommodate children when they are most available; (2) to provide mature programming to parents and other adults at times when they are more available; and (3) for both groups, to provide appropriate vehicles for the advertising of products relevant to each.

What must have been and continues to be something of a dilemma to broadcasters is the period of the broadcast day when both adults and children are equally available. Consider, for example, the so-called "early fringe time" from 4:30 to 7:30 P.M., Monday through Friday. In 1976, the A.C. Nielsen Company estimated that the average television household devoted approximately six and one-half hours weekly to viewing during that period (Nielsen, 1976, 15).

But broadcasters' and parents' concerns, unhappily, are not limited to the early fringe period. It is clearly evident in many households that children not only do not "march to their books" at the end of the early fringe period, but, in fact, often continue to view during the "prime time" hours of 7:30 to 11:00 P.M.. The same Nielsen estimates revealed that children spend more hours viewing television during prime time than in any other day/part, the averages ranging from about six to eight and one-half hours per week, depending on the age group (Nielsen, 1976, 17).

To add to their woes, deservedly or not, broadcasters have been subjected to increasing complaints that many television programs contain excessive, gratuitous, and explicit portrayals of violence, crime, and sex which allegedly have caused or could cause aggressive and antisocial behavior of children.

In 1975, in response to mounting pressures from governmental agencies and viewer interest groups, and as a "self-regulating measure," broadcasters incorporated in the Television Code of the National Association of Broadcasters (NAB) a two-year provision for programming for family viewing. Specifically, this concept called for de-emphasis on violence in programming during the first half of the prime time block. For their part, the three major commercial networks undertook to provide programming appropriate for adults and children alike during the periods of 8:00-9:00 P.M. on weekdays and 7:00-9:00 P.M. on Sundays. It should be noted that these so-called "family hours" started and ended one hour earlier in the central time zone.

During the first two weeks (September 8-21) of the 1975-1976 season, the size and composition of the television audience reflected minor changes compared with estimates for the same time period in the previous season. Citing the Nielsen "ratings," Broadcasting magazine reported that adult viewing during the networks' 8:00-9:00 P.M. "family hour" declined six per cent. However, viewing by non-adults increased four per cent. There was a seven per cent jump in the number of teenagers during the period, while a three per cent increase was noted for the two- to eleven-year olds. Perhaps more significantly, a fourteen per cent increase in the number of teenagers' viewing was noted in post-family hours from 9:00 to 11:00 P.M. (EST). (Broadcasting, October 6, 1975, 24.)

Also in September 1975, two groups, the U.S. Catholic Converence (USCC) and Morality in Media (MIN), expressed their dissatisfaction with the family-viewing concept to Richard E. Wiley, Chairman of the Federal Communications Commission. The latter replied that while he shared some of the feelings of the USCC and MIN, the no-censorship provisions of the Federal Communications Act of 1934 prevented the FCC from interfering with the programming policies of the networks. Wiley further commented that the family-viewing plan "is, if not a solution to the whole problem, a step in the right direction." (Broadcasting, September 22, 1975, 25-26.)

Early in the 1975-1976 season, talent unions and producers indicated their intent to seek a court injunction against the continuance of the "family hour" provisions in the NAB code. The basis of their discontent was that the networks' programming allegedly constituted prior censorship and tended to stifle the creativity of writers, producers, and directors (Broadcasting, September 29, 1975, 41: October 20, 1975, 42).

In December, 1975, the vice presidents for programming of the three major commercial networks discussed the "family hour" with the Hollywood Chapter of the National Academy of Arts and Sciences. Michael Eisner (ABC) considered it a "calculated risk," but emphasized that the family hour "is not the children's hour," and that "parents have an equal responsibility to monitor their children's viewing after 9:00 P.M." Steve Mills (CBS) commented that "it's only a test." John McMahon (NBC) opined that he was "sure it's here to stay" (Broadcasting, December 8, 1975, 68).

In the same month, officials of CBS reported that the incidents of violence broadcast in programs in the fall season during prime time had dropped on all three networks, compared with figures for the previous season. Percentage-wise, the decline in the incidents of violence reportedly was thirty-nine per cent, thirty-two percent, and twenty per cent for CBS-TV, NBC-TV, and ABC-TV, respectively (Broadcasting, December 8, 1975, 68).

However, Lee Winfrey, feature writer for Knight Publications, took an opposite view of the "track record" of the family hour during its inaugural run in the Fall season of 1975. Drawing on research by Dr. George Gerbner of the University of Pennsylvania's Annenberg School of Communications, Winfrey commented that the family hour "has been a con game, just another public relations ploy intended to convince the gullible that the networks are cleaning up their act." Winfrey further noted from Gerbner's findings that the networks, while reducing the amount of violence during the family hour between 8:00 and 9:00 P.M., increased the amount during the later hours from 9:00 to 11:00 P.M.. According to Winfrey, Gerbner concluded:

> It is safe to say that network policy seems to have responded in narrow terms, when at all, to very specific pressure, and only while

> the heat was on. After nine years of investigations, hearings and commissions. . . . 8 of every 10 (prime time) programs still contain some violence. The overall rate of violent episodes, 5.6 per play, is, if anything, the highest on record. (Lee Winfrey, The Wichita Eagle and Beacon, April 3, 1976, Section B, 10.)

Amid such claims and counterclaims, the controversy and criticism swirled unabated with respect to both the efficacy of the family hour concept and the overall suitability of television programming for children. The broadcasting industry continued its efforts to find meaningful and acceptable solutions, and sought additional insight by commissioning and subsidizing audience research studies. This is a report of one such study.

Origin, Rationale, and Objectives of this Study

ABC's solicitation of academic research. In January, 1976, the ABC Television Network solicited research proposals from over 500 colleges and universities throughout the country. The announced objective of the solicitation was to promote "original research projects that will offer new insights into the social and psychological effects of programming content." The letter of solicitation identified ABC-TV's primary interest in "investigating the attitudes, emotions, learning, behavior and perception of the television viewer, especially with regard to children." From the proposals received, ABC-TV announced that it would select five and award grants of $20,000 for each. The deadline for submission of entries was March 15, 1976.

This report is the end product of a research proposal submitted by Wichita State University on March 11, 1976--a proposal which I developed and for which I was designated Project Director. The rationale and research questions developed in the proposal are reviewed in the next subsections.

After evaluating 327 proposals, on July 1, 1977, ABC-TV notified the University that it had been awarded a grant along with four other institutions of higher learning--Harvard University, the University of Georgia, the University of North Carolina, and the University of Pennsylvania. Each of the research projects selected represented an independent investigation, i.e., there were no provisions for collaboration among the award recipients, nor are the projects components of a coordinated program of research among the five institutions.

Rationale of the study. Wichita State University and I share with ABC-TV an interest in the social significance of television, and for several years prior to receipt of the research solicitation we have been aware of a widely expressed concern over the impact of television programming content upon society, especially upon children. Much of this concern stems from a possible causal connection between television portrayals of violence and aggressive or antisocial behavior of young viewers.

In 1969, under my supervision, J. A. Gorsky (M. Ed., Wichita State University) conducted an extensive review of the literature available on the effects of television upon children. After synthesizing and balancing the "pro's and con's," Gorsky concluded:

> Television viewing does not affect all children and perhaps as indicated it influences only those who could be easily influenced by any action. Children who look to the TV for adult guidance will no doubt find wrong answers, but that is not necessarily the fault of the TV. When a child needs parental care and guidance and receives none, then the fault lies with the parent concerned and not with the adult substitute (Gorsky, 1969).

I am inclined to agree with Gorsky's observations that there are many other influences which may modify a child's behavior, and that it may be somewhat unfair to single out television as the "culprit," while ignoring the effects and roles of other media, schools, community environment, friends, peers, and parents.

Not inconsistent with Gorsky's conclusions were the findings of a group of distinguished behavioral scientists, the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. The Committee was formed in response to a request to the Surgeon General by Senator John Pastore, Chairman of the Senate's Communication Subcommittee, to find definitive answers to the questions of causal relationships between televised crime and violence and antisocial behavior of children. In 1972, after more than two years of study, which included a review of significant research conducted prior to and during the period of the investigation, the Committee concluded that there are:

> . . .a preliminary and tentative indication of a causal relation between viewing violence on television and aggressive behavior; an indication that any such causal relation operates only on some children (who are predisposed to be aggressive); and an indication that it operates only in some environmental contexts. Such tentative and and limited conclusions are not very satisfying. They represent substantially more knowledge than we had two years ago, but they leave many questions unanswered. (Surgeon General's Scientific Advisory Committee on Television and Social Behavior, 1972.)

Since the Committee's report, the "unanswered questions" have continued to be the subjects of numerous new behavioral studies, re-evaluations of existing studies, and public hearings before viewer interest groups and congressional committees, the findings of which, in my judgment, have been inconclusive. I do not mean to degrade such efforts nor to imply that they should not be continued. Surely, all people of integrity and good will must yearn for a resolution of these matters. Before the "case goes to the jury," it would appear that some consensus must emerge with respect to: What is "violence"? How can or should it be measured? Are there polarities of "good" and "bad" violence, with "shades of gray" in between? Is it feasible or advisable to effect total elimination of violence, however it may be defined, from one mass medium's programming content? Finally, and perhaps even more importantly, who shall make the judgments?

I shall not belabor these questions. Suffice to say that in the six-week period between receipt of ABC-TV's solicitation and the submission of the research proposal I concluded: (1) Within the constraints of time, funds, and available resources, certainly no one "pilot research project" could presume to provide the answers; (2) Preoccupation with the potential effects of televised violence upon children may have inhibited inquiry into an equally important area of legitimate concern--the extent to which parents monitor, supervise, and control their children's exposure to television, whatever the programming content of that medium may be.

Without assuming any position of advocacy, I reasoned that even if, as alleged, television is potentially harmful to children, in programming content or in the incidence and amount of viewing, parents presumably do or should have some control over their children's exposure. Exercise of such control could have considerable impact upon the television "menu." Because of the economic basis of commercial broadcasting in a free enterprise system, if for no other reason, networks and stations understandably are sensitive to any reduction in their audiences that might result from objectionable programming.

Objectives of the study. Having developed the rationale outlined above, the proposal to ABC-TV focused on the need for, and the intent to study, data with respect to the research questions listed below. After enumerating these questions, a brief review of existing, relevant information will be provided in the succeeding subsection. The research questions were:

1. What is the incidence and amount of children's viewing before, during, and after the "family viewing period" in the afternoons and evenings before school days?

2. What are the attitudes of children and their parents toward specific programs broadcast during and after the "family viewing period" on each night of the week, Sunday through Saturday, from 6:00 P.M. to 10:00 P.M.?

3. What are the attitudes of children and their parents toward specific programs broadcast on Saturday mornings?

4. To what extent do parents require their children to stop viewing television at specified times in the evenings before school days and before non-school days?

5. What parental guidance is provided to children on the viewing of specific programs broadcast in the evenings and on Saturday mornings, and how do children's and parents' perceptions of such guidance, obtained independently of each other, compare?

6. What are the effects of demographic variables (age, sex, education, race, degree of urbanization, and parental relationship) and multi-set availability upon viewing habits, program preferences, and parental guidance?

Review of Relevant Literature

Incidence and amount of children's viewing. The broadcasting industry possesses, of course, considerable data on the viewing habits of both adults and children. Much of the information is provided by commercial research companies, sometimes known as "ratings services," which obtain the data by various methods--electronic recording of set tunings, personal interviews, self-administered questionnaires, or "diaries." Regardless of the differences in methodology, the ratings services provide periodic and systematic estimates of the size and composition of the television audience. With the obvious exception of "electronic recording of set tunings," the audience estimates normally are derived from reports by adults, and inferences about the incidence and amount of children's viewing are, therefore, based primarily on parental reports. Such inferences are subject to possible error.

One possible source of error lies in one person's inability to accurately and consistently report on the behavior of another. Another source may be found in different and independent perceptions of a given "event" by two or more people. These types of errors could account for discrepancies noted in estimates of children's viewing based on separate reports from parents and children.

Greenberg, Ericson, and Vlahos (1972) conducted a study of eighty-five children in the fourth and fifth grades in an elementary school in western Michigan, and compared the children's reports of their viewing with those obtained separately from the mothers. The children reported that they devoted an average of six hours daily to viewing television. The average, based on their mothers' reports, was two and one-half hours. The children reported viewing an average of four "violent" programs per week. Their mothers reported their children's average to be only one and one-half of such programs. Other discrepancies were noted in reports of: the amount of time children view on Saturday; program selection; perceived reality of television; rules about watching, and family interaction. The highest correlation (r = .522, rather low in statistical magnitude) existed between children's and the mothers' reports on the number of nonviolent shows viewed by the children.

In addition to inaccuracy of reporting and selective perception, there are other factors which may account for disparities between adults' and children's estimates of the latter's viewing. LoSciuto (1972), in a review of a study by Schramm, Lyle, and Parker (1961), suggested that the differences in amounts of reported viewing may be due to different methodologies employed. He found that "an unsupervised diary elicited almost twenty per cent less reported viewing than aided recall methods." He noted that a 1969 study by the Roper organization (which asked respondents to estimate the amount of time they spent viewing on an average day) "generated television estimates for about 250 adolescents that averaged out to be fifty per cent larger than if the adolescents were asked how much time they had viewed 'yesterday'."

Thusfar, consideration has been given to potential errors in estimating the incidence and amount of listening by children--errors resulting from inaccurate reporting by others, selective perception, or differences in methodology. One additional observation should be made. On occasion, unreliability of estimates may be attributable to overgeneralization of the youth audience as one consisting of all those under eighteen years of age. In their 1970 study of school children in the first, sixth, and tenth grades in a small town on the fringe of Los Angeles, Lyle and Hoffman (1972) concluded that there is no such thing as a "child audience." In their study, patterns and amounts of viewing varied according to age, sex, and other influences such as adolescence. Viewing appeared to peak about the age of puberty, with sixth graders reporting significantly more viewing than either the first graders or the tenth graders.

In the instant study, the amounts of time spent viewing by children in the fourth to the ninth grades are based on their recall of "listening yesterday" on days and nights before school days. This methodological approach, it would seem, would be subject to less error than to solicit parental estimates, parental recording of their children's viewing, or children's generalized estimates of how much time they spend viewing "on an average day."

Children's and parents' attitudes toward programs. Relative and comparative popularities of specific programs frequently are inferred from the ratings supplied by commercial research organizations, a "rating" being the percentage of the potential audience which reports viewing a given program at a given time. To be sure, there must be a fairly high correlation between "ratings" and preferences, the assumption being that people watch what they prefer. However, as was the case for the incidence of viewing, inferences of program popularities from ratings may be subject to possible error.

As noted above, one type of error may be found in the discrepancies between parents' reporting of their children's viewing and the viewing reported directly by those children (Greenberg, Ericson, and Vlahos, 1972).

Another possible error in this type of inference may result from the fact that the act of viewing a program per se does not necessarily equate to a preference for that program. Ratings may even reflect the viewing of a program which is not preferred, but which may represent only the best of mediocre choices among the program offerings in a given time period.

A third error in inferring children's preferences from viewing may occur to the extent that children do not always have complete freedom to choose the programs they view. Lyle and Hoffman (1972) found that only eight per cent and fifteen per cent of the sixth and tenth graders, respectively, reported that they controlled the selection of the programs they viewed. Most of the decisions on program selection were made by fathers, mothers, or siblings, or arrived at by a "compromise" among the members of the family.

Bauer (1973) reported similar findings. In families with children, when more than one person viewed a program the selection of that program was made primarily by the mother or the father. Only seventeen per cent of the decisions were made by children.

It would not necessarily follow, therefore, that children's viewing of programs, "violent" or not, represents a direct preference. In many cases, children may be "captive" viewers of programs selected by other members of the family.

The instant study was designed to obtain directly and separately from children and their parents the preferences for, or dislikes of, specific programs broadcast during the period of 8:00 to 10:00 P.M. (the first half of which represents the "family viewing period") on each night of the week and on Saturday mornings.

Parental guidance on viewing. As noted above, earlier studies have suggested that much of program selection is made by parents. If true, and if parents themselves select violent programs, then children may become either willing or captive viewers of those same programs.

Walling (1975) commented that "parents views on and their use of television may partially determine how a child responds to television when he views it, as well as how much time he actually does view it."

Liefer, Gordon, and Graves (1974) observed:

> Parents and other adults in the home have the greatest opportunity to influence children's use of television. They may control actual viewing and cultivate program preferences. They also may comment on specific content as it is shown or react later when children later act out something they have seen. Finally, parents can help children to discern the reality and relevance of what they are seeing. There is little available evidence that parents consciously carry out these activities.

Rue (1974) similarly reported that "abundant evidence indicates that there is generally little control of televiewing by parents for their children."

What is the evidence to which Rue and others refer? Hess and Goldman (1962) interviewed 99 mothers in the metropolitan area of Chicago. Based on these interviews, they reported that while the father exerts little control over the viewing behavior of his children, he may preempt the set for his own use. Sixty per cent of the mothers indicated this to be the case. Seventy-four per cent of the mothers reported that they "seldom or never" suggest shows for their children to view. Only about one-fourth reported that there are specific programs they forbid their children to view.

Rue (1974) cited a survey by Musgrave (1969), unavailable to me, in which Musgrave found that slightly over one-half of the parents of eleven-year olds did not prohibit their children from watching any programs, and that four out of ten did not encourage their children to watch specific programs.

Lyle and Hoffman (1972) reported on parental restrictions placed upon the viewing of first, sixth, and tenth graders. The proportion of children reporting some parental limits placed on viewing ranged from nineteen per cent of the first graders to thirty-six per cent of the older children.

Bauer (1973) reported somewhat similar findings. Parents of children between the ages of four and twelve asserted that they exert some control. Forty-six per cent said they had "definite rules," while twenty-seven per cent said they had no rules.

While there appears to be greater evidence of parental guidance that suggested by Leifer, Gordon and Graves or Rue, this brief overview of the research suggests that less than half of the parents do control the viewing of their children.

The instant study represents an effort to obtain more information about parental guidance, as perceived _separately_ by children and parents, and the impact thereon of the "family hour" and the growing number of multiple-set homes.

Effects of multiple-set availability. Absent from studies available to me at the time the research proposal was submitted to ABC-TV were data on the effects of multiple-set availablility on parental guidance.

Basic data on set ownership, derived from Nielsen's estimates for September, 1975, indicated that forty-three per cent of all television-equipped homes had two or more sets. Compared with households of only one or two people, the percentage of larger households with multiple sets was higher--48% of those with three to four persons, and 63% of those with five or more (Nielsen, 1976).

Tested in the instant study is the hypothesis that less parental guidance is exercised in multi-set homes than in single-set homes. The hypothesis emerges from the possibility that parents may find it more difficult to monitor their children's viewing when more than one set is available in the home.

Scope and Locale of the Investigation

Sedgwick County revisited

In developing the proposal for the "pilot research project," as solicited by ABC-TV, I recognized that time, funds, and resources would preclude the investigation of children's viewing habits, program preferences, and parental guidance on a national scale. I elected, therefore, to restrict the study to a large random sample of 5,000 children in an area in which I had lived for many years, and an area in which I had prior audience research experience.

In 1947, I conducted a survey of the radio listening habits and program preferences of 4,675 Sedgwick County (Kansas) school children in the fourth through the ninth grades (Mohr, 1947). My memory of the many rewarding and enlightening experiences with that study prompted me, some thirty years later, to revisit that county for the purposes of this study. I was reasonably confident that I could again enjoy the splendid cooperation of school administrators and instructors which was manifest in the 1947 study. Moreover, in the latter, I had observed that children in the six grades were quite capable of completing a self-administered questionnaire with a high degree of thoroughness.

The results of the 1947 study indicated that students in six selected grades, ranging roughly from nine to fifteen years of age, differed considerably in their listening habits and program preferences. Such differences were due in part to the maturation and increasing educational sophistication that occur as the children advance from one grade level to the next. Near the mid-point of the age range, puberty occurs along with the physical, emotional, and psychological changes which tend to distinguish the child from the adolescent. I found, in the 1947 study, that the older the students were, the more closely their radio listening habits resembled those of adults.

The same mid-point in the age range also marks the beginning of a new educational experience. Having been accustomed to an educational environment of one instructor in one classroom in the lower grades, those entering junior high school are introduced to a departmentalized curriculum with a wide range of subjects, both required and elective, and with a variety of instructors and academic facilities.

The influences of age, maturation, and different modes of instruction as reflected in the behavior of these children made the latter, in my judgment, appropriate subjects again for a study of habits and preferences with respect to a different broadcasting medium--television.

I recognize, of course, that the fourth through the ninth grades represent only the "interquartile range" of the twelve grades included in the elementary and secondary levels of education. I opted to exclude children in the first through the third grades on a rather well-founded belief that they would experience considerable difficulty in completing self-administered questions, thereby making their responses less complete and less reliable.

Students in "senior high school" (tenth through the twelfth grades), on the other hand, were excluded for more pragmatic reasons. Perhaps the overriding consideration was that extension of the scope of the study to accommodate these students would have necessitated a much larger sample. As noted above, I planned for a total sample of 5,000 students in the fourth through the ninth grades. For each grade level, I expected approximately 800 to 900 responses--approximately the numbers obtained in the 1947 study--which should provide estimates and comparisons of reasonably high statistical reliability. To maintain the same level of reliability, the inclusion of senior high school students would have required an increase in the overall sample from 5,000 to 7,500--a fifty per cent increase which could not be accommodated by the available time and funds.

Description of the survey locale

No presumption is made that Sedgwick County is a microcosm of the entire nation. In this pilot study, however, analyses are made of certain demographic variables, the effects of which may be applicable in varying degrees to other areas similar in environment. The extent to which the findings are applicable and valid for other locales is a matter for each reader's inference and judgment. To assist readers in making such determinations, a brief capsulated description of Sedgwick County and Wichita is provided below. Specific documentation for each datum is not essential, and extensive footnoting would unnecessarily impede the progress of the description. Suffice it to say that the data were gleaned from materials provided by the Wichita Area Chamber of Commerce. I shall attempt to restrain any biases that may reside in my favorable orientation to the area, and to consciously avoid the role of a "chamber of commerce advocate."

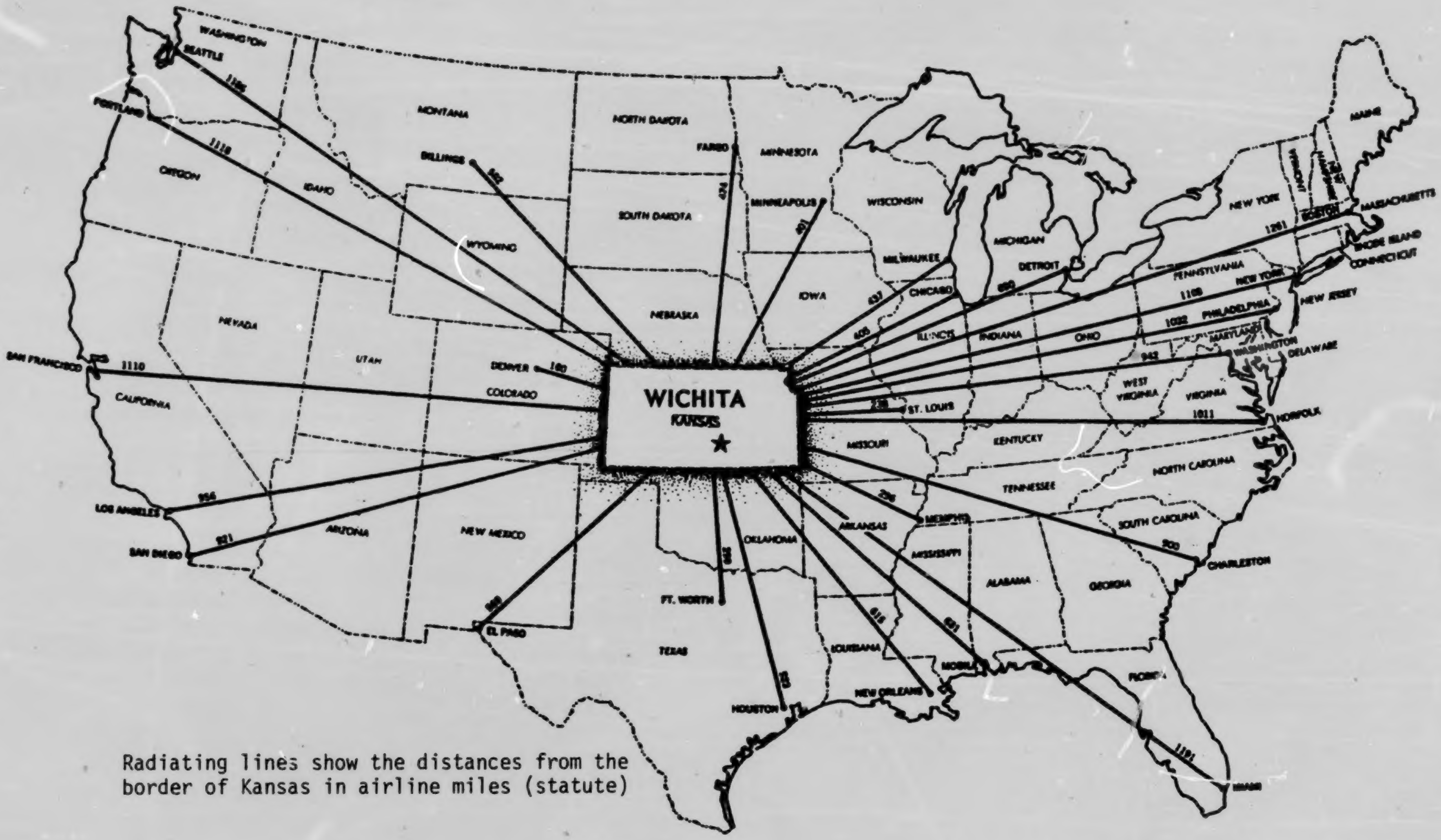
Location. Sedgwick County lies in south central Kansas, roughly fifty miles north of the border with Oklahoma. Figures 1, 2, and 3 provide a geographical orientation to the state, county, and the ten unified school districts for which Sedgwick is the "home county."

Population. The county's population hovers around 340,000, of which approximately 265,000 reside in Wichita. Sedgwick and the adjacent county to the east, Butler, comprise the Wichita "Standard Metropolitan Statistical Area" (SMSA) with a population of nearly 380,000.

As the largest city in Kansas in both population and area (93.8 square miles), Wichita serves a major market area populated by over 800,000 people.

Urban/rural mix. Ninety per cent of Sedgwick's population is classified "urban," although all communities in the county, with the exception of Wichita, have populations of less than 10,000, and the vast majority report less than 2,500. As one leaves the "city," a definite rural and agricultural environment is clearly evident. In size, the farms in the county average around 325 acres.

Racial mix. The county's racial/ethnic composition is: 90.2% White, 7.9% Black, 1.3% Spanish-Mexican, 0.2% American Indian, and 0.4% "other." Most of the minority groups reside in Wichita.


WICHITA
KANSAS
WASHINGTON
SEATTLE
PORTLAND
1110
OREGON
IDAHO
MONTANA
BILLINGS
NORTH DAKOTA
FARGO
474
MINNESOTA
MINNEAPOLIS
SOUTH DAKOTA
WYOMING
NEBRASKA
IOWA
WISCONSIN
MILWAUKEE
CHICAGO
MICHIGAN
DETROIT
650
NEVADA
UTAH
DENVER
180
COLORADO
SAN FRANCISCO
1110
CALIFORNIA
LOS ANGELES
956
SAN DIEGO
921
ARIZONA
NEW MEXICO
EL PASO
FT. WORTH
TEXAS
OKLAHOMA
HOUSTON
ILLINOIS
INDIANA
OHIO
ST. LOUIS
238
MISSOURI
KENTUCKY
WEST VIRGINIA
VIRGINIA
NORFOLK
1011
942
MARYLAND
WASHINGTON
DELAWARE
PHILADELPHIA
1032
NEW YORK
1108
NEW JERSEY
PENNSYLVANIA
NEW YORK
BOSTON
1261
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
VERMONT
NEW HAMPSHIRE
MAINE
NORTH CAROLINA
TENNESSEE
MEMPHIS
296
ARKANSAS
MISSISSIPPI
ALABAMA
GEORGIA
SOUTH CAROLINA
CHARLESTON
700
LOUISIANA
NEW ORLEANS
615
MOBILE
631
FLORIDA
MIAMI
1191

Radiating lines show the distances from the border of Kansas in airline miles (statute)

Fig. 1. Geographic Location of Wichita, Kansas

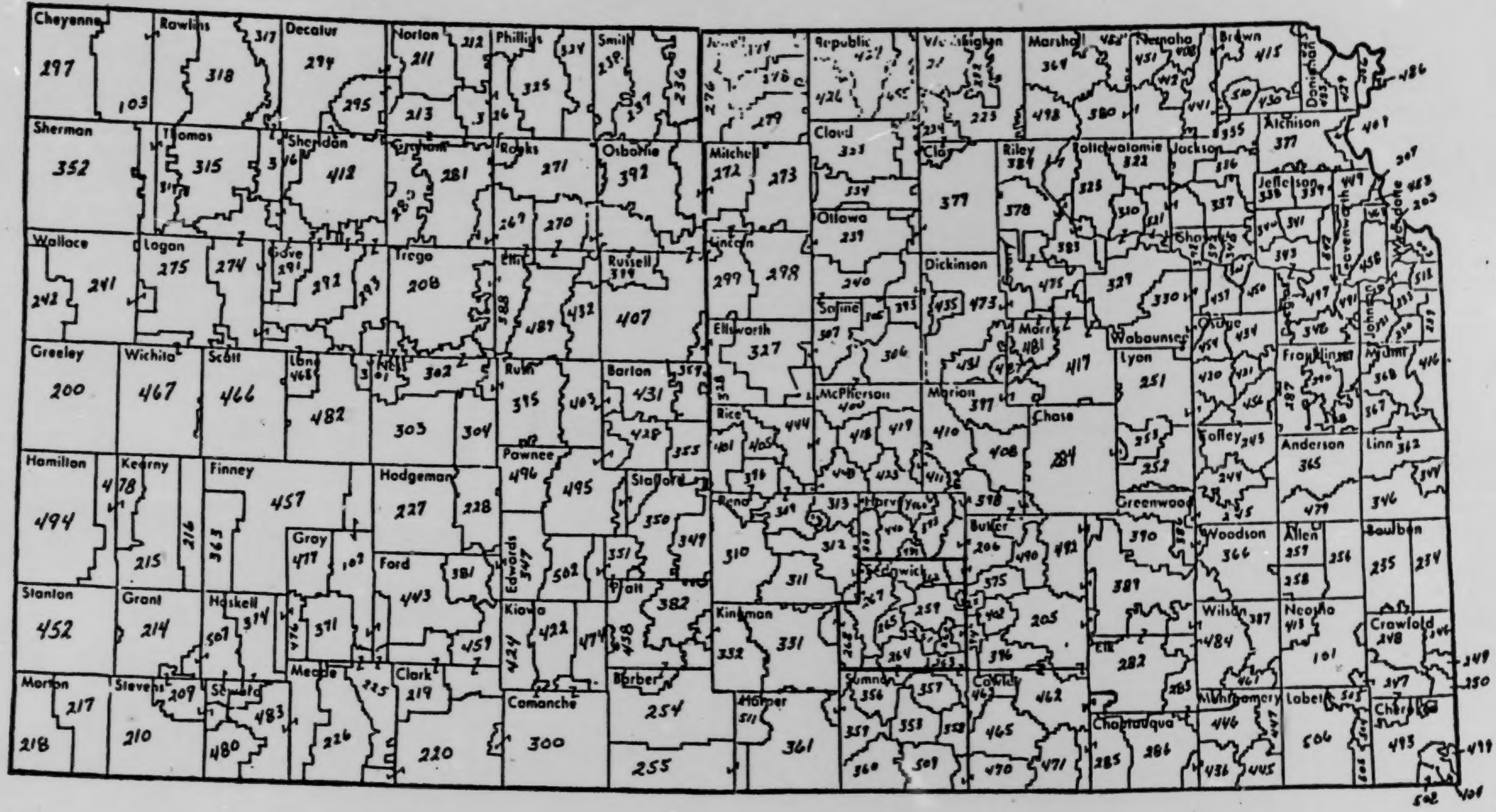


Fig. 2. Counties and Unified School Districts of Kansas

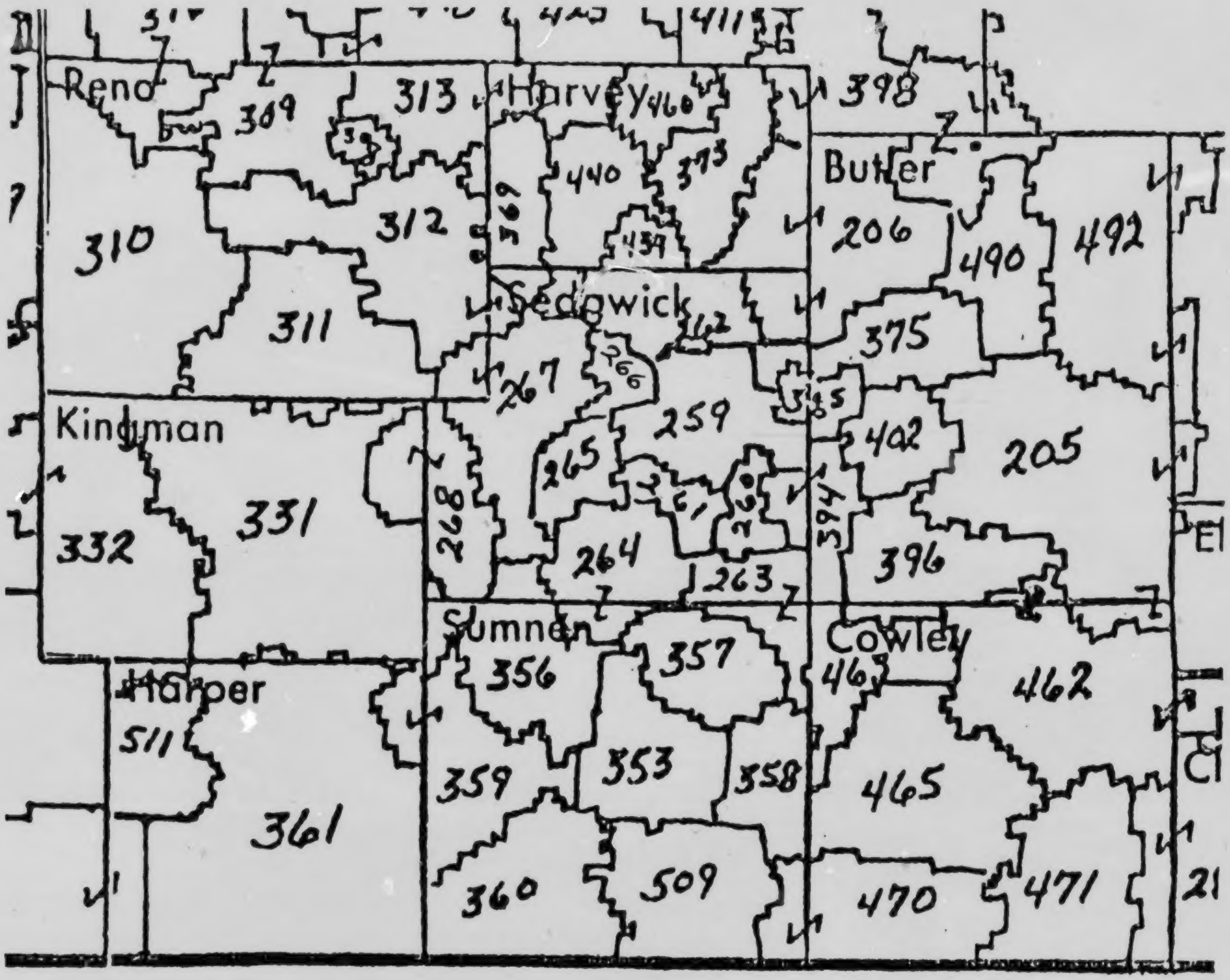

Reno
369
313
Harvey
460
398
440
373
Butler
369
439
206
490
492
310
312
Sedgwick
262
311
375
267
266
259
385
402
205
Kingman
265
261
369
394
331
332
268
264
396
263
Sumner
357
Cowley
356
463
462
Harper
511
359
353
358
465
361
360
509
470
471

Fig. 3. Unified School Districts of Sedgwick County (Center) and Adjacent Counties

Eucational distribution. Among the adult population in the Wichita SMSA, the educational distribution reveals that 45% of the adults had one or more years of college, 35% were high school graduates, and 18% had some high school or less. The educational attainments of 2% were "undetermined."

Educational facilities. Within each of the county's ten unified public school districts, there is the normal complement of elementary and secondary schools, with an overall student/teacher ratio of 18.5:1. In Wichita, there are seventeen parochial schools (fourteen elementary, two high, and one special), with an average student teacher ratio of 19:1. In the city and throughout the county, busing of children to school serves one or both of two purposes: economy of resources and integration.

Three institutions of higher learning are located in Wichita--Wichita State University, with an enrollment of approximately 15,000, and Friends University and Kansas Newman College, each with approximately 1,000.

Age distribution. Within the metropolitan area, 36.3% of the males are under 20 years of age; 56.5% are in the 20-64 range; and 7.2% are 65 or older. The mean age is 27.8 years. Comparable figures for females are: under 20, 34.2%; 20-64, 56.0%; and 65 or over, 9.8%.

Income and home ownership. The median annual income of metropolitan households is nearly $14,000. About three-fourths of the families own their homes. The vast majority of the SMSA households (82%) reside in single-unit houses, 8% live in apartments, and 5% in other types of dwellings, e.g., "mobile homes."

Employment. The civilian work force of 190,000, twelve to seventy-six years of age, is distributed among the following categories: Manufacturing, 29% (17% in aircraft industries); wholesale and retail trade, 21%; services, 17%; government, 12%; and "other," 21%. In April, 1977, the annual unemployment rate was reported to be 5.2%, about two per cent below the national average.

Commerce and industry. The metropolitan area has a diversified economic base, with approximately 625 manufacturers located in Wichita and employing about 55,000. Over 65% of the world's "general aviation aircraft" are produced in Wichita's four major aircraft induatries. Wichita is:

1. One of the nation's largest centers for meat processing (over one million head of livestock annually).

2. A major transport and storage center for grain products. The largest single grain storage unit in the world reportedly is located in Wichita, and many such elevators comprise a good part of the city's "skyline."

3. An axis of Kansas' oil and gas producing industry which pumps a half-billion dollars into the economy. Among the ninety-four oil and gas producing counties in Kansas, Sedgwick ranks fourteenth in production.

4. A major petro-chemical center.

5. The headquarters of one of the largest manufacturers of camping and recreational equipment.

6. A center for production and processing of metal and plastic products.

Mass media. Located in Wichita are two major daily newspapers (one morning and one evening), thirteen radio stations (six FM and seven AM), and four VHF television stations. Three of the latter are affiliates of the major commercial networks: KAKE (ABC), Channel 10; KARD (NBC), Channel 3; and KTVH (CBS), Channel 12. KPTS, Channel 8, is a Public Broadcasting Station.

Summary. That, in a "nutshell" is Wichita-Sedgwick County, Kansas. There are obvious omissions--the major cultural attractions of which the area is justly proud (as is true for most metropolitan centers)--the four-season climate with plenty of sunshine (65% of the days of the year)--and the mountains and seashores (which do not exist!).

Epilogue to a Prologue

Events subsequent to initiation of this study. On November 4, 1976--eleven days before the survey was launched in Sedgwick County--U.S. District Judge Warren Ferguson ruled that the "family hour" violated First Amendment guarantees of freedom of speech. He declared that "NAB has no constitutional right to set up a network board to censor and regulate American television. . ." (*Broadcasting*, November 8, 1976, 20.) Appeals by the NAB, FCC, and the networks are still pending.

My contacts with the program directors of the three local network affiliates indicated that Judge Ferguson's ruling would have little or no effect on their stations' programming during the 6:00 to 8:00 P.M. period. For all practical purposes, therefore, effects of the "family viewing" concept were still relevant to and measurable by the survey.

In January, 1977, the National Congress of Parents and Teachers held a series of eight regional hearings throughout the country. The purpose of the hearings was to provide opportunities for parents, educators, broadcasters, viewer interest groups, researchers, and expert witnesses to express their views on the impact of televised violence upon children. Preliminary conclusions of the PTA hearings represented a rather strong indictment of violence-oriented programming by the networks. According to a feature article in the Chicago Tribune, reprinted in the Wichita Eagle and Beacon (April 16, 1977, 8A), Mrs. Carol Kimmel, president of the national PTA, asserted that the PTA was placing the TV networks on a "six-month probationary period" beginning in July, 1977. If the amount of violence is not reduced by the end of that period, the PTA reportedly will consider boycotts of advertisers, programs, and stations, and petitions to deny license renewals of stations carrying overly violent programs.

Early in the year, the American Medical Association (AMA) announced that it had asked major advertisers to review their policies with respect to advertising on programs with excessive violence. Sears, Roebuck and Company, Eastman-Kodak, and Chevrolet subsequently, in February, announced the adoption of anti-violence policies on the placement of their advertising in television schedules (Broadcasting, February 14, 1977, 79).

On March 2, the House Communications Subcommittee held a one-day hearing which retraced much of the ground covered in the earlier PTA conferences.

Meanwhile, in seeming reaction to the controversy, television networks announced adjustments in their programming policies. Robert T. Howard, president of NBC-TV declared in an interview with the Associated Press that NBC would de-emphasize violence in its line-up of programs for the fall season of 1977 (Wichita Eagle and Beacon, January 28, 1977, 5B).

Alfred R. Schneider, vice president of ABC Inc., during a workshop of the National Association of Advertisers on February 1, 1977, declared that ABC "is working on and hopefully will shortly be able to introduce a method of examining and reviewing the portrayal of violence on both a qualitative and quantitative basis." He indicated that television is already monitoring writing and production of programs, prescreening for network affiliates, and is engaged in long-term research studies on the impact of television. Said Mr. Schneider:

> We are not about to ban violence from the airwaves totally. At the same time, we are not about to permit the portrayal of violence for the sake of violence itself. . . We will require that when violence is portrayed, it will be responsibly portrayed to the extent to which its consequences are adequately depicted in depth. . . . (Broadcasting, February 7, 1977, 68-69).

From the brief review above, it would appear that the controversy over televised violence, while far from resolution to the satisfaction of all concerned, *may* be headed in the direction of a denouement of sorts.

Parental guidance on children's viewing, however, has received less public attention and emphasis. On February 15, 1977, in a debate with Thomas Swafford, NAB's senior vice president for public affairs, on ABC-TV's "Face Off" segment of ABC's Goodmorning America show, Mrs. Carol Kimmel (president of the national PTA) argued plaintively (my adverb) that the industry must shoulder some of the responsibility for what children view, if for no other reason than that the viewing habits of some of the children are not supervised by their parents. Mr. Swafford replied, "You can't ask TV to take over their responsibilities as parents." (Broadcasting, February 21, 1977, 46).

Without taking "sides" in the argument, it is hoped that this study will provide information on and insight to the extent to which parents do or do not provide guidance on their children's viewing of specific programs at specified times.

At the beginning of this chapter, I alluded to Longfellow's nineteenth century poem, "The Children's Hour." In my only known lapse into editorializing, I might suggest that if the "children's hour" is outmoded in today's more modern and complex society, and if the "family hour" is unconstitutional, perhaps a "parents" hour may be in order. Let us at least begin to consider the potential of that alternative when examining the findings of the study in the chapters that follow.

Autonomy of this study. In awarding the grant to Wichita State University for support of this study--in which WSU also invested $6,000--ABC-TV clearly acknowledged the academic integrity and autonomy of both the University and the project director. Throughout the conduct of the study, all parties concerned--ABC-TV, the University, and I--have operated within the spirit and context of that acknowledgement. Basically, our endeavor has been to design a project for the purposes of obtaining data which relate directly to the research questions posed earlier in the chapter, without preconceptions or biases, and without substantive restraints by the grantor. In that sense, the University and I are not apologists, defenders, or critics of the television industry in general or of ABC-TV in particular.

Our interest is to disseminate, within the capability of the allocated resources, the findings to interested parties without regard to their affiliation or relationship with the industry or the network. We shall present the facts as we see them, without making value judgments of the several roles which are played by the industry, educators, parents, children, governmental agencies, viewer interest groups, or others who are involved and concerned with the pervasive social phenomenon of television.

CHAPTER II

METHODOLOGY

The quality of any research study is dependent in great part upon the methodology employed. This chapter, admittedly discursive at times, is presented in considerable detail with three purposes in mind: (1) to enable the reader to judge the adequacy and thoroughness of the procedures, controls, and safegards employed; (2) to assist others who might contemplate the conduct of similar studies by sharing with them my experiences throughout the term of this study; and (3) to explain the rationale for the methodological procedures that I followed.

Refinement of the Target Population

As noted in Chapter I, the population to be studied consisted of school children in the fourth through the ninth grades in Sedgwick County, Kansas. Early in the study two refinements of that population were made, the rationale for which is provided below.

Study limited to students in public schools. The intent of this limitation was not to slight nor degrade the importance of students enrolled in private or parochial schools which account for approximately ten to eleven per cent of the enrollment in the six selected grades throughout the county. The decision to delete private and parochial schools from the sample was essentially a pragmatic one. With the funds, personnel, and time available, it would have been difficult to: (1) effect the necessary administrative arrangements which were already quite extensive in effecting coordination with the ten public school systems in Sedgwick County; (2) obtain a sample of sufficient size which would permit statistically reliable analyses of differences among public and private school children--differences which might be attributable to variations in methods of instruction, religious beliefs, or the life styles within the homes of the children.

Having set a total of 5,000 students as the goal for the desired sample, the inclusion of children in private and parochial schools, proportionately represented, would have yielded a maximum of approximately 500 respondents which, when analyzed by different religious denominations and several demographic variables, would have resulted in very small subsamples of low statistical reliability.

I hasten to add that the study of children in non-public schools would, in my judgment, be a most informative and worthwhile endeavor, and I hope that it will be conducted some day by an appropriate investigator. Clearly, a region more extensive than Sedgwick County would be required to obtain a sufficiently large sample of children enrolled in such schools for statistically reliable analyses and estimates.

Special education students excluded. A second refinement of the target population was the exclusion of students enrolled in "special education" classes. The latter are designed primarily for children with educational, physical, and emotional handicaps, and account for approximately six per cent of students enrolled in the six selected grades. In 1976-77, the Wichita school system alone had: sixty-four classes for "educable mentally handicapped"; thirty-four for those with "learning disabilities"; twenty-four for the "trainable mentally handicapped"; sixteen for those in need of personal and social adjustment; nine for those with impaired hearing; eight for inter-related handicaps; four for the "developmentally disabled"; and two each for the "visually impaired," "physically impaired," and the "autistic."

In discussions with school administrators, it was concluded that inclusion of these children in the sample would be neither administratively feasible nor methodologically appropriate.

In brief, the target population was refined to students in the fourth through the ninth grades in the public schools of Sedgwick County, excluding the handicapped in special education classes. The effect of the two limitations described above was to reduce the scope of the target population by about fifteen per cent.

Techniques and Instruments of Measurement

Having determined the research questions to be explored and the target population to be studied, two obvious tasks which required early completion were the selection of appropriate methodological techniques and development of instruments of measurement.

Techniques of measurement

Standard research techniques were available--telephone calls (on either a coincidental or recall basis), personal face-to-face interviews, self-administered "diaries," and mailed questionnaires (for either self- or group administration). Each technique, of course, has certain inherent advantages and disadvantages.

Large, random sample, questionnaire survey. The foci of the research questions largely dictated the use of standardized questionnaires designed for group or self-administration to a large random sample.

The "telephone interview" method was rejected on several counts. Children of the ages included in the scope of this study would be in school and inaccessible for interviews in the daytime on weekdays. In the evenings, calls after 8:00 P.M. would be inadvisable as they might interrupt sleep (especially for the younger children) or "homework." In the late afternoons and on weekends, children are known to spend considerable time in activities outside the home and, again, inaccessibility would be a limiting factor. The extensive data desired could not be obtained without very lengthy telephone interviews--interviews which might not be totally comprehensible to the younger children.

Conversations with "strangers" also might not be acceptable to or tolerated long by either child or parent. Even if such limitations were not overriding, the randomness of the sample would be difficult to establish and would be subject to biases resulting from the exclusion of homes without phones or those with unlisted phones. "Busy signals" would require either followups or substitutions. The very nature of the population to be surveyed would make a probability sample difficult if not impossible to obtain by this method.

Personal face-to-face interviews were considered to be prohibitively costly, difficult to arrange, and would require solicitation over such a long period that the data might not be time-comparable. A probability sample of homes which had children in the six selected grades would be nigh impossible.

The "diary method" was considered and rejected because of the inaccessibility of the children to promptly and faithfully record their viewing and attitudes. Of even greater concern was the likelihood of considerable parental assistance which might produce biased responses, as discussed in the succeeding subsection.

Similar bias might be reflected in the responses to "ballots" mailed to the home. Since one objective was to secure separate responses from child and parent, as explained below, this technique also was considered inappropriate.

In brief, it was concluded that the children should be surveyed by administration of standardized questionnaires in the classroom. Proper sampling, administrative control, and high response rates would be much more easily accomplished in this manner than through the use of the other techniques.

Separation of child from parent in the survey. A salient objective of the study was to determine the degree and direction of parental guidance on viewing, as perceived independently by child and parent. Separation of child from parent during the completion of the questionnaires was considered essential, and a review of the literature in the field provided some support for this belief.

Throughout the years, considerable data on the incidence and amount of viewing by children have been provided to broadcasters and advertisers by national "ratings services." Times and amounts of viewing, and even "preferences," have been inferred from estimates derived from diaries of viewing normally completed by adults. Such data may be subject to distortion and parental bias.

Greenberg, Ericson, and Vlahos (1972) compared the reports of viewing by eighty-five children in the fourth and fifth grades in an elementary school in western Michigan, with reports of their viewing obtained separately from their mothers. Whereas the children reported watching television for six hours on an average day, the mothers reported two and one-half hours. Whereas the average child reported viewing four of ten possible "violent" programs per week, the mothers reported that the child watched an average of one and a half such programs. Other discrepancies were noted between the mothers' and the children's reports on viewing on Saturday, program selection, perceived reality of television, rules about watching, and family interaction. The highest correlation (r=.522) was reported between children's and mothers' reports on the number of nonviolent shows viewed by the children.

It is possible, therefore, that some type of "selective perception" occurs when parents record and report viewing activities of their children. One can only speculate that parents might be reluctant to disclose the true amount of time their children devote to television, or the number of "violent" programs watched by them.

To negate or minimize distortion and bias that might accrue from solely parental reports, or from joint "supervised" reporting, it was decided that after the children had completed questionnaires in their classrooms, they would take home questionnaires for their parents. The children's questionnaires would be returned through the school system. The parents' questionnaires, on the other hand, would be returned directly to me via the postal system.

Instruments of Measurement

Two questionnaires, the final versions of which are provided in Appendix C, were developed--one for the students and one for their parents. Both were designed to secure data which, when analyzed, might answer the research questions posed in Chapter I.

Format of the questionnaires. Each questionnaire consisted of two sections. The first section of the student's questionnaire contained questions which solicited information on: demographic characteristics; incidence and amount of viewing during late afternoons and evenings before school days; and parental guidance on the times of the evening beyond which the students are not permitted to view television.

The second section listed specific programs broadcast from 6:00 to 10:00 P.M. on each day of the week and from 7:00 A.M. to noon on Saturday mornings. The programs listed were those scheduled for broadcast during the survey week (November 14-20) by the three local commercial network affiliates. For each program, the student was asked to report his or her attitude, the choices being: "It's one of my favorites"; "It's all right ('so-so')"; "I don't like it"; and "I have never seen it." In addition, for each listed program, the students were asked to report the parental guidance they received, the choices being: "I must watch it"; "I should watch it, but don't have to"; "They don't care if I do or don't watch it"; "I shouldn't watch it, but I may if I wish"; and "I must not watch it."

The parents' questionnaire was similar in format. The first section solicited demographic information and reports of limitations placed on children's viewing, i.e., the times beyond which the children are not permitted to watch television on nights before both school and non-school days. The second section was nearly identical to that of the students' questionnaire. Minor stylistic changes were made in the wording of the five choices reflecting the parental guidance provided on each listed program.

The second section of both parent and student questionnaires excluded "movies" and "specials." Each of the latter is considered unique unto itself, and the decision to watch it frequently depends on the type of program content (often described by a brief synopsis in a "television guide") and on the featured stars or performers. Overall, "movies" and "specials" represent a very broad spectrum of program materials--comedy, musicals, information, drama of several categories, etc.--types which are represented in the list of regularly scheduled, specific programs. Normally, neither a "movie" nor a "special" enjoy the familiarity necessary for the formation of specific attitudes or parental guidance.

As noted above, the programs listed on the questionnaires were those broadcast by commercial stations and networks. Sedgwick County _is_ served by a public broadcasting station, KPTS (Channel 8), but its programs were not listed for several reasons. First, although there are notable exceptions (e.g., "Sesame Street" and "Electric Company"), KPTS' programming does not include a large number of programs beamed primarily to children. Second, throughout its coverage area, KPTS' signal is "spotty," and some respondents in this survey might not be familiar with its programming. Third, there is no clearly delineated time period for "family viewing" as claimed by the commercial stations. Fourth, a very pragmatic consideration was that the addition of KPTS programs to the list would have extended the six-page questionnaire to a length that might have discouraged response, with increased attrition in terms of failure to complete the questionnaire or in the care taken to respond to each question. As I explained to the Director of Development for KPTS, there was no intention to ignore or slight educational and public broadcasting, and I hope that children's viewing of and attitudes toward public broadcasting will become subjects of other investigations.

The format of the questionnaires obviously represents a compromise between the ideal and the pragmatic. Considering the age of the children involved, elimination of compositional effort was considered essential. In turn, because of the desire to match child and parental responses, the format of both questionnaires had to correspond closely, especially with respect to the questions on viewing restrictions, program attitudes, and perceptions of parental guidance.

The questionnaires were structured and the questions were closed-ended. Although easy to complete, this type of questionnaire restricts the respondents to the choices provided. Open-ended questions would permit the respondents much greater freedom and latitude in providing answers which might more fully reflect their listening habits and program preferences. The major disadvantage, and with children, an overriding consideration, is that open-ended questions require considerable compositional effort which might reduce the response rate. In addition, tabulators are forced to make value judgments in categorizing the responses, a procedure that can result in serious "tabulator" bias.

Pre-test of the questionnaires. During the period of September 14-16, the questionnaires were pre-tested with 119 students in four classes--three classes, one each in the fourth, sixth, and eighth grades, in the Wichita public schools, and one sixth grade class in a parochial school. The identity of these schools and the participating principals and instructors were given in the "acknowledgments" in the Preface to this report.

Each class was observed by me or by two or more of the graduate students and broadcasting majors who were enrolled in my course, Speech 672, "Practicum in Audience Measurement." Based on our physical observations, and later on our tabulations and analyses, we concluded that: the students experienced little difficulty in answering the questions, and only minor revisions, essentially stylistic in nature, would be required; the time required for completion ranged from twenty to fifty minutes depending on the grade level, more time being required by fourth grade students.

Each student was asked to take home two questionnaires for their parents for return to me via the postal system using self-addressed "no-postage-required" envelopes that were provided. The parental response rate was quite good, with one or both of the parents of 62.5% of children returning completed questionnaires. As was true for the students, analyses of the parental returns revealed that little difficulty had been experienced in responding to the questions.

The programs listed in the second section of the pre-test questionnaires were those which were still in effect for the "Summer season." The final versions (Appendix C), of course, incorporated the scheduled programs for the "Fall season"--more specifically, for the survey week of November 15-19.

The original drafts of the questionnaires were photo-reduced by 23 per cent to permit accommodation by letter-size (8½ x 11") sheets. The reduced size of the print did not appear to pose any difficulties in reading, and the same photo-reduction was made of the final versions.

Pre-Survey Coordination with School Administrators

Prior to the submission of the research proposal to ABC-Television, I had received general agreement from the superintendents of the ten unified school districts in Sedgwick County to participate in the survey. This expression of support now needed to be crystalized in more specific provisions for the administration of the survey. During the period of September 23-25, shortly after pre-testing the questionnaires, my research assistant and I visited with the several superintendents and many of their principals. Matters which required early decision and problems which were posed and resolved are described briefly, below.

Selection of the survey week. The school week of November 15-19 appeared to be a good choice. There were no scheduled school holidays, parent-teacher conferences, or other activities which would conflict seriously with the planned administration of the survey. Also favoring the selected week was the fact that it would occur after the general elections and before the Thanksgiving holiday--periods during which both programming and viewing might be somewhat atypical. In addition, approximately two months would have elapsed after the inauguration of the Fall line-up of network programs, thereby permitting the students and parents to become familiar with the new programs and schedule.

Problem of prior parental consent. Prior parental consent is required in most research studies involving minors. This requirement exists primarily to reassure parents and to protect investigators from liability for any deleterious effects of the study. Nothing in the planned survey, of course, was viewed as potentially "harmful" to participating children, but I was prepared to distribute "consent forms" throughout all classes in the participating districts if necessary. The school administrators, however, advised that some parents frequently do not give consent--not always because they object, but more often because they simply don't get around to returning the consent forms. Legally and technically, lack of objection does not constitute consent.

In discussing the matter, I pointed out that during the "election year," all of us, even the children, are made quite conscious of public opinion polls, e.g., Gallup, Harris, et al, by the mass media. Unfortunately, many people, especially children, do not understand the sampling basis of such polls. I suggested that it would be an appropriate educational experience for the children to learn something about polls. And, after all, television audience surveys do represent a type of public opinion poll. I offered to provide each participating instructor with a short and simplified description of public opinion polling for use in a "mini-unit of instruction" which would precede the administration of the questionnaires in the class. Such a unit of instruction, I suggested, might obviate any requirement for prior parental consent.

All but one superintendent agreed with my offer and suggestion. The dissenting superintendent did not question the merits of the survey, but believed that the parents of children in his district should have prior knowledge of the forthcoming survey, and should have the opportunity to object if they so desired. Numerically, his district was small, with only a total of 470 students enrolled in the fourth through the ninth grades. I agreed to provide him with consent forms and letters to the parents, signed by me,which explained the purpose of the survey, for distribution to the parents via the children. The net result of this procedure was that only five students were excluded from participation in the randomly selected classes in that particular district. (Copies of the consent form and letter are provided in Appendix C.)

Requirement for equal opportunity to be selected. Basic to the concept of random probability sampling is the requirement that each element in the population must have an equal or known chance of being selected. In the elementary grades (fourth, fifth, and sixth) this posed no problem, as all students receive the same instruction from the same instructor. In the junior high schools (seventh, eighth, and ninth grades), however, instruction is departmentalized and only certain courses are required of all students. It was agreed, therefore, that classes to be sampled in the junior high schools would be those required of all students. In most instances, this would be "English." In two districts, however, "physical education" and "civic affairs" were the courses required of all students, and these were the ones designated to me for sampling. For purposes of the survey, the subject matter of the required courses was unimportant as long as each student in the six grades had an equal chance of being selected.

Voluntary participation. While all administrators agreed to encourage their instructors and students to participate, it was emphasized that each should have the right to refuse. For the Wichita school district, the Director of Research and Planning agreed to send a letter to the principal of each selected school encouraging participation. A sample of that letter is provided in Appendix C.

As will be noted later in the discussion of "sample returns," only two instructors of the 254 randomly selected classes declined to participate, and in those classes which did participate there was little evidence of refusal by individual students.

Provision of enrollment data. The administrators of the nine unified school districts outside Wichita provided: complete lists of all of their classes in the fourth through the ninth grades, and for each: the number enrolled; the name of the instructor; the name of the school; and, in the case of junior high schools, the section number or "hour" of the class. The data furnished were taken from official enrollment reports on September 15.

In the Wichita school district, the early provision of such detailed information was not necessary as it was agreed that the Board of Education's data processing center would provide a list of randomly selected classes. However, tentative enrollment figures were provided to enable me to plan a stratified model sample design.

Distribution and return of student questionnaires. All administrators agreed that if I provided them with individual "packets" for each selected class, they would forward them through the districts' internal distribution systems. Completed questionnaires from the non-Wichita schools would be mailed to me in self-addressed, no-postage-required, envelopes which I would provide. In Wichita, the Office of Research and Planning agreed to provide for both distribution and return of the completed packets.

I promised to provide each district with the packets at least one week in advance of the survey, which would provide ample time for internal distribution and for the instructors to become familiar with the procedures for administration of the questionnaires.

Sample Design and Selection

The next methodological step was to design and draw a sample of approximately 5000 students in the six grades. Ideally, a simple random or stratified random sample was preferred. This type of sample lends itself easily to statistical tests of the reliability of the data obtained and of the representativeness of the sample. All standard formulae for such tests presume randomness of samples. I initially opted for a stratified random sample, with the individual student being the sampling element or "unit of measurement," and with each grade level and school district enjoying proportional representation.

Stratification of the sample. With enrollment data current for September 15, and in anticipation of the administration of the survey in mid-November, a stratified sample model was constructed. Two major strata were designated for sampling--the Wichita school district, accounting for an estimated 71.9% of the total target population, and the nine non-Wichita districts combined accounting for the remainder.

The rationale for this stratification was based primarily on an urban-rural dichotomy existing within the county. Wichita, of course, is the "big city." The other school districts are fairly homogeneous in that each encompasses an area essentially rural in nature, with schools located in small towns and villages. These districts serve both the communities and the surrounding farms from which children are bussed to school. Outside Wichita, all communities are under 10,000 in population, with the vast majority under 2,500.

Sample Design Model

Within each stratum, the design model called for proportional representation of each grade level. In addition it was constructed to obtain an approximately equal number of questionnaires from each stratum and substratum on each of the five days of the survey week, November 15-19. This specification arose from the requirement to analyze replies to questions 13-32 which asked the children to record, by half-hour periods, the times they watched television "yesterday." In question #12, the respondent was asked to identify what day of the week was "yesterday." If an approximately equal number of responses for each day were obtained, an estimate then could be made of the total amount of viewing occuring weekly during the afternoons and evenings before school days.

Figure 4, below, presents the sample design model and provides an estimate of expected attrition (10%). Figures are based on September 15 enrollments supplied by district administrators.

Daily Goal of Completed Returns

	Wichita		Non-Wichita		Strata Share		
Grades:	No.	% of 6 Grades	No.	% of 6 Grades	Wichita	Non-Wichita	% of Sample
4th	131	16.0%	49	15.4%	72.7%	27.3%	15.8%
5th	131	16.0	46	14.4	73.9	26.1	15.4
6th	137	16.7	52	16.3	72.6	27.4	16.6
7th	136	16.6	53	16.6	71.9	28.1	16.6
8th	141	17.2	57	17.9	71.0	29.0	17.4
9th	144	17.6	62	19.4	69.9	30.1	18.1
	820	100.1	319	100.0	72.0	28.0	99.9
	x5		x5				
Weekly Total	4100		1595		72.0	28.0	
Estimated attrition	-410		-160				
	3690		1435		72.0	28.0	

Fig. 4. Sample Design Model

Modification of sample design. In discussions with school district administrators it soon became evident that implementation of the sample design model would pose serious administrative and procedural problems. The model was predicated on the individual student as the unit of measurement. This meant that enrollment lists for all classes, each containing the names of every student in that class, would be required. From the lists, individuals would be selected randomly. While this was not an insurmountable task, a far more serious complication emerged. To illustrate, assume that by implementing the model five of twenty students were selected in "Mr. Smith's" fourth grade class in "Brown Elementary School." What would Mr. Smith do with the other fifteen students while the selected five completed their questionnaires in class? Would the other fifteen feel "slighted" or "rejected"? As an alternative, should Mr. Smith hold the selected five after school for the purpose of administering the questionnaires? That alternative would be almost totally unacceptable. In all likelihood, Mr. Smith, the students, and their parents would object. Moreover, under union contracts, Mr. Smith might have to be compensated at "overtime rates" for such an extra-curricular activity. In short, the realities of the situation forced me to abandon random selection of students on an individual basis, and to resort instead to "cluster sampling."

Cluster sampling. This research technique has been used frequently in sociological research and involves the selection of groups (in this case, classes) instead of individuals as the basic sampling units. Very often cluster sampling is used instead of simple or stratified random sampling when an enumeration of all sampling units is difficult or impossible to obtain. This, of course was not a problem in the instant study.

Standard texts on social research methods and sampling (e.g., Babbie, 1973; Warwick and Lininger, 1975; Black and Chapman, 1976, and Nachmias and Nachmias, 1976) advise that there often is greater sampling error associated with cluster sampling (or "area sampling," as it is sometimes labelled). Warwick and Lininger (1975) assert that "...experience has shown that well-designed cluster samples will produce standard errors that are about one and one-half times as large as standard errors for simple random samples of the same size." Babbie (1973) notes that "sampling error is reduced by two factors: an increase in the sample size and an increased homogeneity of the elements being sampled."

In my judgment, the characteristics of cluster sampling employed in this study would, based on Babbie's criteria, be subject to less error than that predicted by Warwick and Linninger. Again, as noted in my discussion of the "model sample design," there are two distinct strata--urban Wichita and rural "non-Wichita." Within each stratum, there are homogeneous clusters--each of the six grades selected for survey. In employing cluster sampling, I could still aim for proper proportional representation of each cluster within each stratum. As all sampling units (classes) in the target population, as defined earlier, would have equal opportunity to be selected by stratified random sampling, sampling error introduced by this method should be minimized. As will be noted later in the analysis of sample returns, the drawn sample would include more than one of every six students enrolled in the six grades. To the extent that "the proof is in the pudding," later analyses of the representativeness of the sample dimensions, when compared with known parameters of the universe (the target population), should be as reassuring to the readers as they were to me.

Drawing of the sample. From the lists of all classes in the six grades that were supplied by the superintendents of the non-Wichita school districts, a master list was prepared for each grade level. Each class on that list was assigned a number. Using the "lottery method" of selecting numbers from a "fish bowl," classes were selected randomly until each grade level's proportionate share was obtained. This was performed for each day of the survey week so that an approximately equal number of questionnaires would be completed daily in the non-Wichita districts. The master lists contained enumerations of fifty-seven, fifty-four, sixty, sixty-five, seventy, and seventy-nine classes in the fourth, fifth, sixth, seventh, eighth, and ninth grades, respectively. The number of classes randomly selected for each grade, respectively was eleven, eleven, thirteen, fourteen, fourteen, and fifteen--a total of seventy-eight classes.

The random sample of the Wichita city schools was provided by the Board of Education's data processing center. From the computer printouts, classes for each grade level and for each day of the survey were selected randomly in a manner similar to that employed for the non-Wichita districts, with an overall total of one hundred seventy-six classes being selected for survey.

Reproduction and Assembly of Survey Materials

The questionnaires. During the period of October 1-22, photo-offset copies of the questionnaires were reproduced and collated by the Central Services Division of Wichita State University. Again, as was true for the pre-test questionnaires, a 23% photo-reduction was made from the masters upon which the final versions were drafted. Extra copies beyond the number required by the drawn sample were obtained for inclusion in appendices to reports of this study (See Appendix C).

One special feature should be noted. Again, as explained earlier, one salient objective of the study was to obtain independent perceptions of parental guidance from child and parent separately. To provide for this, the questionnaires were numbered serially in such a manner that a child's responses and those of his or her parents could be matched in computer tabulations without loss of privacy to either. Distinctive prefixes were attached to the serial numbers of the questionnaires. All children's questionnaires were given a prefix digit of "1"; for the parents, the prefix was "2." To illustrate, questionnaires numbered 12246 and 22246 would identify and permit the matching of a child and his or her parent.

The children's and parents' questionnaires were printed on white and yellow paper, respectively. The color difference, of course, would not facilitate computer matching, but it did assist in the physical handling and processing.

It should be noted that procedures for administration of the questionnaires in the classroom provided for the distribution of a separate envelope to each student present. Each envelope contained one white questionnaire and two yellow (parent) questionnaires, all carrying identical serial numbers except, of course, for the identifying prefixes. The instructor would direct the student to take the white questionnaire out of the envelope and complete and return it unsigned to the instructor. The student would then be instructed to take the envelope containing the yellow questionnaires home to his or her parents.

Letter to the parents. For insertion in each envelope containing the questionnaires, a letter to the parents from me was prepared and reproduced by Central Services Division. A copy of the letter, which explained the purpose of the survey and was designed to motivate response, is provided in Appendix C.

Administrative materials for the instructors. To assist instructors in the conduct of the survey, several administrative aids were provided (see copies in Appendix C):

1. Letter to the instructors. This explained the nature of the study and thanked them in advance for their cooperation. The penultimate paragraph contained a "space" in which was inserted the specific date on which the questionnaires were to be administered in class.

2. Suggestions for administering the questionnaires. Comprising one side of a legal-size page, this aid provided suggestions for pre-planning, administrative procedures, collection and return of the completed questionnaires, and instructions for the distribution of "follow-up" letters to parents. Many of the suggestions were derived from experiences with the pre-tests.

3. Follow-up letter and accompanying note. For each student in the class, a follow-up letter was provided. The note to instructors requested the letters be distributed to their students on a specified date which was three school days after the students had completed questionnaires in class and had taken the parents' ballots home. Obviously, this was designed to increase the parents' response rate which can be, and often is, low for self-administered, return-by-mail questionnaires.

4. Unit of instruction on public opinion polls. On the reverse side of "suggestions for administering the questionnaires," a brief explanation of the sampling basis of public opinion polls was provided for verbatim or extemporaneous presentation to the students as a "mini-unit of instruction." This was provided pursuant to an agreement with the school administrators, explained earlier, in which the survey was designated an educational experience for which no prior parental consent would be required.

5. Record of completion. The form asked for the instructor to record: the number of students enrolled in the class on the day of the survey; the number absent; and the number who completed questionnaires. The form was to be returned with the completed questionnaires to me.

6. Current listing of television programs. This included the programs scheduled for broadcast during the survey week for the hours of the day covered by the questionnaire. The listing was provided to assist instructors in answering questions such as, "I remember watching (title of program) last night, but I can't remember what time that occurred...Do you know?" It was believed that the listing would facilitate completion of that part of the questionnaire in which the student was to record his or her viewing "yesterday" by half-hour periods during the period of 3:30 P.M. to midnight.

Envelopes. Prepared for each student selected in the survey, the envelope contained the student's questionnaire, two for the parents (to be taken home in the envelope), and the letter to the parents. The face of the envelope carried the "no-postage-required," postal permit imprimatur and was self-addressed for return to me at first class rate.

Assembly of "packets." For each selected class, a "packet" was assembled. Enclosed in a large (12 x 15½") manila envelope were: an individual envelope for each student containing the questionnaires and the letter to the parents (see the preceding paragraph); the administrative aids to the instructor; the follow-up letters; and an envelope for return of the completed ballots.

Written on the face of each "packet" envelope were: the name of the school; the instructor's name; the class (e.g., "fourth grade"); the number of students enrolled in the class; in the case of junior high schools, the section number of the class or the hour of the day when the class was scheduled to meet; and the specific date on which the questionnaires were to be administered.

Conduct of the Survey

By November 2, all packets had been assembled and prepared for distribution to the randomly selected classes--176 in the Wichita district schools, 78 in the non-Wichita schools.

The weather immediately prior to and during the survey week was seasonably sunny and pleasant, an encouraging factor which augured for good attendance, with no-greater-than-normal absenteeism expected because of colds or other illnesses often associated with inclement winter weather.

An examination of the "news environment" during this period revealed no reports of events which should have materially altered viewing habits. The elections were over and normal programming had resumed. Perhaps one news report should be mentioned. On November 5, the Wichita Eagle, a daily newspaper with the largest circulation in Sedgwick County, carried a headline at the top of the front page: "Judge Rules TV 'Family Hour' Unconstitutional." The report summarized this event which now must be familiar to most readers. In brief, U. S. District Judge Warren Ferguson in Los Angeles ruled on November 4 that the "family hour," described in Chapter I, was a constitutional violation of the First Amendment. The only paragraph of potential impact was:

> The "Family Hour" was instituted a year ago to remove violence, sex and obcenity from early evening programs that normally are watched by children.

Program directors and top officials of the three local commercial network affiliates were quoted as saying that Judge Ferguson's ruling would cause no changes in their programming.

Possible effects of this news item upon children's and parents' interest in television, and upon their viewing habits, program attitudes, and parental guidance, are not known.

Delivery of the "packets." Ten days prior to the start of the survey week, I personally delivered packets to the superintendents' offices of the nine non-Wichita school districts which, in turn, were responsible for their distribution to the seventy-eight selected classes in the sample. Similarly, on November 8 all packets were delivered to the Educational Services Building of the Wichita school district from which the packets were forwarded to the 176 selected classes through the district's internal distribution system.

Monitoring the survey. During the survey week (November 15-19) and for the following four weeks, the progress of the survey was monitored closely.

In several instances, instructors called me on the telephone to report conflicts in schedules which prevented the administration of the questionnaires on the desired dates. These problems generally were resolved by requesting that the administration be accomplished on the same day of the following week. When this was not possible, the administration was rescheduled for another day of the survey week. In only one case was a substitution made--an English class in one of Wichita's junior high schools for which another class, administered by the same instructor at a different hour and on a different day, was authorized.

In four instances instructors reported that they were "short" one or two questionnaires, and supplements were dispatched immediately. The "shortages" were due to minor disparities between the enrollment figures which were provided to me two months earlier and the enrollments which existed during the survey week.

Another problem--the return of seventy-five children's questionnaires along with their parents'--is discussed in more detail in the subsection, "Contaminated returns," below.

Completion of questionnaires outside the survey week. This occurred in about 10% of the selected classes and is analyzed by stratum and substratum in Table 1. In nearly all cases delay in the administration of the questionnaires was due to schedule conflicts, illness of the instructor during the survey week (substitute teachers were reluctant to perform the task), and other uncontrollable factors. In one case, an instructor "jumped the gun" by passing out the questionnaires a week in advance of the specified date. In my judgment, these questionnaires which were completed outside the survey week warranted inclusion in the net sample, as I was unaware of anything that would significantly alter viewing habits, attitudes, or parental guidance from those which existed during the survey period.

Second follow-up letter to parents. By November 30, approximately 40% of the homes represented by children in the sample had returned one or both of the parent questionnaires. To increase the response rate, a second wave of follow-up letters, identical to those distributed earlier by instructors, was dispatched to all schools on December 6. As will be noted later, this second wave increased the net parental response rate to 52.2%.

Parental returns continued to "dribble in" until mid-January. Again, in my judgment, as was true for delayed children's questionnaires, these "tardy" parental returns warranted inclusion in the net sample.

Summary evaluation of the conduct of the survey. Overall, considering the magnitude of the sample, potential for major problems, and the voluntary nature of the participation, I believe the survey progressed remarkably well. Each reader, of course, must make his or her independent judgment based on the information that I have presented in some detail.

Table 1

NET RETURNS COMPLETED OUTSIDE THE SCHEDULED SURVEY WEEK

	No. of Classes	Date of Completion	Number of returns, by grades						Total
			4th	5th	6th	7th	8th	9th	
Wichita:	1	11/22	-	22	-	-	-	-	22
	1	11/22	-	7	18	-	-	-	25
	1	11/23	-	21	-	-	-	-	21
	1	11/23	-	-	-	22	-	-	22
	1	11/24	-	-	-	22	-	-	22
	2	12/2	-	-	-	-	-	32	32
	1	12/3	-	-	-	-	-	26	26
	1	12/3	-	19	-	-	-	-	19
	3	12/7	-	-	-	43	-	-	43
	1	12/9	-	-	-	17	-	-	17
	1	12/17	-	-	-	-	-	17	17
Total....	14		-	69	18	104	-	75	266
Non-Wichita:	1	11/10	-	20	-	-	-	-	20
	1	11/22	-	-	-	-	19	-	19
	1	11/22	-	-	21	-	-	-	21
	1	11/23	-	-	-	-	-	25	25
	3	11/23	-	-	-	53	-	-	53
	1	11/24	17	-	-	-	-	-	17
	1	11/30	-	-	26	-	-	-	26
	2	12/1	-	-	-	40	-	-	40
	1	12/2	-	-	18	-	-	-	18
Total....	12		17	20	65	93	19	25	239
Combined:	26*		17	89	83	197	19	100	505**

* % of total sampled classes: 26/254 = 10.6%

** % of total net returns: 505/5167 = 9.8%

Sample Returns

This subsection will provide analyses of the number and representativeness of completed returns from children and their parents. The analyses will be supported by appropriate tabular presentations of the data.

Student returns

Gross response. From a total of 5,837 students enrolled during the survey week in the 254 randomly selected classes, 5,282 completed questionnaires were returned. This represented a gross response rate of 89.9%.

Tables 2 and 3 provide analyses of the returned sample in terms of the number and percentage of questionnaires supplied to and completed by students in each stratum and substratum.

It should be noted that the sample design was based on enrollments which existed on September 15, as reported by the participating school districts. Two months elapsed before the survey was conducted, and this fact may account for the differences in the enrollments which were reported by the instructors during the survey week.

Overall, and within each major stratum, the gross response rate was good. The combined responses from all districts and those from the Wichita district revealed a pattern of slight decline from the fourth through the ninth grades. This pattern was not seen in the grade level distributions among the non-Wichita schools, although for both major strata the gross response rate was lowest in the ninth grade.

Within the grade level distributions, the deviations of the gross sample from dimensions of the target population were under 1.0% except for the eighth grade (combined) and for the seventh grade in the non-Wichita schools, both substrata deviating by 1.1% from the population.

Attrition. In nearly all surveys some attrition is experienced--the less, the better. In the instant survey, attrition was calculated by accounting for the differences between the enrollments reported by the instructors during the survey week and the number of completed questionnaires returned. On the "record of completion" form, supplied in each packet, the instructor was asked to record for his or her class the number enrolled, the number absent, and the number of completions. The sum of the latter two figures, in most instances, equalled the number enrolled.

In Table 3, attrition is reported by two categories--"absences" and "other." It will be noted that absenteeism was proportionately higher in the Wichita school district than in the non-Wichita schools. By grade levels, the rate of absenteeism was successively higher from the fourth to the ninth grades in the Wichita district. The same trend was not observed in the data for the non-Wichita schools, although the rate was highest in the ninth grade for both strata.

Table 2

COMPARISON OF SAMPLE DIMENSIONS WITH POPULATION PARAMETERS IN GRADE LEVEL DISTRIBUTIONS

Columns	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	Enrolled 9/15[a]		Sample Drawn		Enrolled 11/15-19[a]		Gross Returns			Net Returns		
	No.	% of 6 Grades	No.	% of 6 Grades	No.	% of 6 Grades	No.	% of 6 Grades	Deviation[b]	No.	% of 6 Grades	Deviation[c]
All 10 Districts:												
4th Grade	4855	15.8%	896	15.2%	4507	15.4%	844	16.1%	+0.7%	838	16.2%	+0.8%
5th Grade	4748	15.5	911	15.5	4422	15.1	827	15.8	+0.7	807	15.6	+0.5
6th Grade	5075	16.6	913	16.5	4732	16.2	897	17.1	+0.9	884	17.1	+0.9
7th Grade	5091	16.6	1001	17.0	4885	16.7	863	16.5	-0.2	858	16.6	-0.1
8th Grade	5341	17.4	1019	17.3	5214	17.9	881	16.8	-1.1	876	17.0	-0.9
9th Grade	5534	18.1	1093	18.5	5439	18.6	930	17.7	-0.9	904	17.5	-1.1
Total............	30644	100.0	5893	100.0	29199	99.9	5242	100.0		5167	100.0	
Wichita District:												
4th Grade	3528	16.0	651	15.6	3215	15.5	604	16.1	+0.6	598	16.7	+1.2
5th Grade	3510	15.9	674	16.1	3199	15.4	609	15.8	+0.4	590	16.4	+1.0
6th Grade	3684	16.7	692	16.6	3364	16.2	626	17.1	+0.9	613	17.1	+0.9
7th Grade	3660	16.6	692	16.6	3467	16.7	578	16.5	-0.2	573	16.0	-0.7
8th Grade	3793	17.2	710	17.0	3674	17.7	597	16.8	-0.9	592	16.5	-1.2
9th Grade	3869	17.6	758	18.1	3819	18.4	633	17.7	-0.7	625	17.4	-1.0
Total............	22044	100.0	4177	100.0	20738	99.9	3647	100.0		3591	100.1	
Non-Wichita Districts:												
4th Grade	1327	15.4	245	14.3	1292	15.3	240	15.0	-0.3	240	15.2	-0.1
5th Grade	1238	14.4	237	13.8	1223	14.5	218	13.7	-0.8	217	13.8	-0.7
6th Grade	1391	16.2	281	16.4	1368	16.2	271	17.0	+0.8	271	17.2	+1.0
7th Grade	1431	16.6	309	18.0	1418	16.8	285	17.9	+1.1	285	18.1	+1.3
8th Grade	1548	18.0	309	18.0	1540	18.2	284	17.8	-0.4	284	18.0	-0.2
9th Grade	1665	19.4	335	19.5	1620	19.1	297	18.6	-0.5	279	17.7	-1.4
Total............	8600	100.0	1716	100.0	8461	100.1	1595	100.0		1576	100.0	

---

[a] Data for the Wichita district on September 15 were tentative and included "special education" students. The latter were not included in the enrollment figures for the survey week of November 15-19. The sample drawn (cluster sampling) was based on the enrollment figures for September 15.

[b] Derived by comparing percentages in Column 8 with those in Column 6.

[c] Derived by comparing percentages in Column 11 with those in Column 6.

Table 3

ANALYSIS OF STUDENT SAMPLE--SOLICITATION, ATTRITION, AND RESPONSE

Columns.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
			Attrition[c]									
			Absences		Others				"Contaminated"[e]		Net Response[f]	
Students Selected in the Sample	Sample in Classes (9/15/76)[a]	Enrolled During Survey[b]	No.	% $\frac{(3)}{(2)}$	No.	% $\frac{(5)}{(2)}$	Completed Questionnaires[d]	Gross Response Rate $\frac{(7)}{(2)}$	No.	% $\frac{(9)}{(2)}$	No.	% $\frac{(11)}{(2)}$
All Schools: (Total classes: 254)												
4th Grade	896	901	46	5.1%	11	1.2	844	93.7%	6	0.7%	838	93.0%
5th Grade	911	903	70	7.8	6	0.7	827	91.6	20	2.2	807	89.4
6th Grade	973	979	80	8.2	2	0.2	897	91.6	13	1.3	884	90.3
7th Grade	1001	965	81	8.4	21	2.2	863	89.4	5	0.5	858	88.9
8th Grade	1019	996	102	10.2	13	1.3	881	88.5	5	0.5	876	88.0
9th Grade	1093	1093	124	11.3	39	3.6	930	85.1	26	2.4	904	82.7
Total..........	5893	5837	503	8.6	92	1.6	5242	89.8	75	1.3	5167	88.5
Wichita Schools: (Total classes: 176)												
4th Grade	651	653	40	6.1	9	1.4	604	92.5	6	0.9	598	91.6
5th Grade	674	666	52	7.8	5	0.8	609	91.4	19	2.9	590	88.6
6th Grade	692	697	69	9.9	2	0.3	626	89.8	13	1.9	613	87.9
7th Grade	692	664	71	10.7	15	2.3	578	87.0	5	0.8	573	86.3
8th Grade	710	695	88	12.7	10	1.4	597	85.9	5	0.7	592	85.2
9th Grade	758	754	84	11.1	37	4.9	633	84.0	8	1.1	625	82.9
Total..........	4177	4129	404	9.8	78	1.9	3647	88.3	56	1.4	3591	87.0
Non-Wichita Schools: (Total classes: 78)												
4th Grade	245	248	6	2.4	2	0.8	240	96.8	-	-	240	96.8
5th Grade	237	237	18	7.6	1	0.4	218	92.0	1	0.4	217	91.6
6th Grade	281	282	11	3.9	-	-	271	96.1	-	-	271	96.1
7th Grade	309	301	10	3.3	6	2.0	285	94.7	-	-	285	94.7
8th Grade	309	301	14	4.7	3	1.0	284	94.4	-	-	284	94.4
9th Grade	335	339	40	11.8	2	0.6	297	87.6	18	5.3	279	82.3
Total..........	1716	1708	99	5.8	14	0.8	1595	93.4	19	1.1	1576	92.3

* See the next page for explanatory footnotes.

Footnotes to Table 3

[a] Number of students enrolled in the sample classes on September 15, 1976, as reported by the offices of the superintendents of the ten participating school districts in Sedgwick County. The randomly drawn sample of "clusters" (classes) was based on these reported enrollments.

[b] Number of students enrolled in the selected classes, as reported by the instructors of those classes. It should be noted that the survey was administered approximately two months after the September 15th enrollments were reported.

[c] The numbers "absent" are those reported by the instructors on the "record of completion"--a form returned with the completed questionnaires to the project director on which was recorded, for each class: the number enrolled, the number absent, and the number who completed questionnaires on the day of the survey. The category of "others" includes those who attended school on the day the survey was conducted, but who did not complete questionnaires for a variety of reasons. Among them are students who: elected not to participate (participation was voluntary); were out of the class and engaged in some other school activity during the hour that the questionnaires were administered; or failed to receive prior parental consent as required by one school district (a total of five students were omitted for this reason). In addition, two instructors in one Wichita junior high school elected not to administer the questionnaires to their classes. The latter included a total of twelve and seventeen students in the seventh and ninth grades, respectively, which are included in the category of "others." It should be noted that pursuant to guidelines provided by the administrators of the school districts participation by instructors in the survey was voluntary.

[d] Note that the figures in this column added to those in columns 3 and 5 equal the figures in column 2.

[e] This category includes questionnaires which were taken home by the students and completed and returned with their parents' questionnaires directly to the project director. Since one objective of the survey was to obtain independent perceptions of parental guidance separately from students and parents, the possible biases resulting from joint, collaborative, or supervised completions necessitated the exclusion of such returns from the "in-house-tab" net sample. Forty of these cases involved one class of eighteen students in the ninth grade of a non-Wichita school and one class of twenty-two students in a Wichita elementary school (a combined class of six, nine, and seven students in the fourth, fifth, and sixth grades, respectively). The instructors of these classes asked the students to take their questionnaires home for completion, contrary to instructions provided to those instructors. The remaining thirty-five "contaminated" returns were from those who simply failed to submit their questionnaires at the end of the class period, but took them home instead. The term "contaminated" is used in a methodological, not a derogatory, sense.

[f] These percentages may be obtained also by substracting those in column 10 from those in column 8.

Additional notes: Columns 4, 6, and 8 add to 100.0%. Percentages in column 12 may be determined also by subtracting those in column 10 from those in column 8. On occasion, such sums and results may be "off" by 0.1%, owing to the practice of "rounding off" percentages to the nearest decimal point.

When the total enrolled did not equal the sum of those absent and the number who completed questionnaires, the discrepancies were attributed to "other" reasons. From conversations with instructors, it was apparent that some students did attend school on the day their classes completed questionnaires, but were unable to participate for a variety of reasons. Some were engaged in other curricular or extra-curricular activity during the hours that the questionnaires were distributed in their classes. As noted earlier, five students in one non-Wichita school district were not permitted to participate because of failure to obtain prior parental consent. Finally, two instructors in one Wichita junior high school declined to participate. Their students, a total of twelve and seventeen in the seventh and ninth grades, respectively, were assigned to the attrition category of "others."

It is interesting to note that by combining the absentees with those "present but not voting," the attrition rate was 10.2%, almost identical to the rate predicted in the model sample design.

Contaminated returns. The gross response rate was reduced by deletion of "contaminated" returns, as revealed in Table 3. One objective of the survey, as explained earlier, was to obtain perceptions of parental guidance separately from children and their parents. In seventy-five cases, however, students took their questionnaires home for completion and return, along with their parents', directly to me. The possible biases resulting from joint, collaborative, or supervised completions necessitated exclusion of such returns from the "in-house-tab" net sample. Forty of these cases involved one class of eighteen students in the ninth grade of a non-Wichita school, and one class of twenty-two students in a Wichita elementary school (a combined class of six, nine, and seven students in the fourth, fifth, and sixth grades, respectively). The instructors of these two classes asked the students to take their questionnaires home for completion, contrary to instructions that I had provided in the "packets." The remaining thirty-five "contaminated" returns were from those who simply failed to turn in their questionnaires at the end of the class period, but took them home instead. The term "contaminated" is used in a methodological, not a derogatory, sense.

Net response. After attrition, and with the deletion of the contaminated returns, a total of 5,167 completed returns were included in the "in-house-tab" and represented a net response rate of 88.5%. As will be noted in the next subsection, the sample dimensions compared quite favorably with population parameters in grade level distributions.

Not shown in the tables is the proportional share each stratum enjoyed in the net sample. It will be remembered that, based on September 15 enrollments, the Wichita district accounted for 71.9% of the total enrollment in the six grades; the non-Wichita districts, 28.1% (computed from data reported from column 1, Table 2). These proportions changed slightly by November, the percentages for the Wichita schools and the non-Wichita schools being 71.0% and 29.0%, respectively (computed from data in column 5, Table 2).

To a small degree, the differences between the September and November proportions may reflect normal fluctuations in enrollment. The remainder of the variance may be attributable to the fact that the Wichita enrollment figures for November specifically excluded "special education" students.

In any case, based on data presented in column 11, Table 3, the sample proportions of 69.5% and 30.5% for the Wichita district and the combined non-Wichita districts, respectively, reflect quite favorably the proportionate share each stratum enjoyed in the combined enrollments in the six grades during the survey week. Each stratum's deviation of 1.5% is not, in my opinion, highly significant and probably reflects the effects of two combined factors: minor chance fluctuations in the sample, and the higher absenteeism rate in the Wichita district.

Representativeness of the sample, by grades. The incidence of contaminated returns (1.3%) did not materially affect the representativeness of the grade level distributions within the net sample. Sample deviations from universe parameters were quite small. For the entire sample, as reported in Table 3, the largest deviation occurred in the ninth grade (1.1%). Similar, small deviations occurred within the fourth, fifth, eighth, and ninth grades in the Wichita district; in the non-Wichita districts, they occurred in the sixth, seventh, and ninth grades. None was highly significant in a statistical sense.

In the Wichita stratum, the junior high grades (seventh through the ninth) were slightly underrepresented and, correspondingly, the lower elementary grades were slightly overrepresented. In the non-Wichita schools, the middle grades, fifth and sixth, were slightly overrepresented.

To repeat, however, the deviations manifestly are quite small, and in my judgment they should not adversely affect the representativeness of the sample to any significant degree.

Sample's representativeness, by sex and race distributions. Table 4 compares the sample dimensions with universe parameters in sex and race distributions.

The proportions of boys and girls in the total net sample--50.2% and 49.8%, respectively--were nearly identical to universe parameters, the deviation in each case being only 0.2%. The same high degree of correspondence is noted in the sex distributions among the Wichita and non-Wichita substrata. Within each grade level, the deviations of sample dimensions from universe parameters were small and probably reflect minor chance fluctuations in sampling.

In Table 4, the sample and universe also are compared in the distribution of five race categories--"White," "Black," "Spanish-Mexican," "American Indian," and "Asian American." Overall, the two numerically largest categories, "White" and "Black," together accounted for 92.7% of the total sample, and were slightly underrepresented by 1.0% and 2.0%, respectively.

The sample distribution of the other races closely resemble those of the target population. In nearly every case, however, the percentages of "American Indians" were higher than those for the population, although the magnitude of the deviations was not great. Such deviations may well be due, at least in part, to chance sample fluctuations, and it should be noted that the total

Table 4

COMPARISON OF SAMPLE DIMENSIONS WITH UNIVERSE PARAMETERS IN SEX AND RACE DISTRIBUTIONS

					Race Distribution									
	Sex Distribution				Population*					Sample**				
	Population*		Sample**											
	Boy	Girl	Boy	Girl	White	Black	Span-Mex'n	Amer. Ind'n	Asian Amer.	White	Black	Span-Mex'n	Amer. Ind'n	Asian Amer.
All 10 Districts														
4th Grade	49.3%	50.7%	49.9%	50.1%	82.5%	13.1%	2.7%	0.9%	0.8%	79.5%	12.3%	3.0%	3.0%	0.8%
5th Grade	50.7	49.3	51.6	48.4	81.0	14.7	2.7	0.9	0.7	79.8	13.9	2.0	1.8	0.4
6th Grade	49.9	50.1	49.2	50.8	81.1	14.5	2.5	1.2	0.7	77.8	13.3	2.5	2.6	0.9
7th Grade	51.0	49.0	49.8	50.2	82.2	13.1	2.6	1.3	0.8	82.2	10.4	2.2	2.1	0.5
8th Grade	49.6	50.4	49.8	50.2	83.2	13.0	2.3	0.9	0.7	82.9	9.9	1.8	2.5	0.6
9th Grade	50.9	49.1	52.1	47.9	82.4	13.3	2.2	1.3	0.8	84.4	10.3	1.6	2.1	0.1
Average....	50.2	49.8	50.4	49.6	82.1	13.6	2.5	1.1	0.7	81.1	11.6	2.2	2.4	0.5
Wichita District														
4th Grade	48.8	51.2	50.8	49.2	76.7	17.8	3.5	1.1	0.9	74.3	16.8	3.6	3.4	0.7
5th Grade	50.8	49.2	51.1	48.9	75.1	19.7	3.4	1.1	0.7	72.5	19.1	2.8	2.4	0.5
6th Grade	49.0	51.0	48.8	51.2	74.8	19.9	3.1	1.5	0.7	72.5	19.2	3.3	2.3	0.5
7th Grade	50.0	50.0	48.3	51.7	76.5	17.8	3.3	1.6	0.9	75.9	15.0	3.2	2.1	0.5
8th Grade	49.4	50.6	50.2	49.8	77.8	17.6	2.9	1.0	0.6	79.8	13.1	1.9	2.7	0.7
9th Grade	50.9	49.1	51.4	48.6	77.1	18.3	2.7	1.1	0.8	79.1	14.7	2.1	2.6	0.2
Average....	49.8	50.2	50.1	49.9	76.4	18.5	3.1	1.2	0.8	75.7	16.3	2.8	2.6	0.5
Non-Wichita Districts														
4th Grade	50.3	49.7	47.5	52.5	96.5	1.5	0.9	0.5	0.6	92.4	1.3	1.7	2.1	1.3
5th Grade	50.4	49.6	52.8	47.2	96.5	1.6	0.7	0.5	0.7	99.5	0.5	-	-	-
6th Grade	52.1	47.9	50.2	49.8	96.6	1.4	0.9	0.4	0.6	89.9	-	0.7	3.4	1.9
7th Grade	53.5	46.5	52.6	47.4	96.0	1.6	0.9	0.7	0.8	94.4	1.4	0.3	2.1	0.3
8th Grade	50.2	49.8	48.9	51.1	95.9	1.8	0.9	0.6	0.8	89.4	3.2	1.8	2.1	0.4
9th Grade	50.7	49.3	53.8	46.2	95.0	1.6	0.9	1.7	0.7	96.4	0.4	0.4	1.1	-
Average....	51.2	48.8	51.0	49.0	96.0	1.6	0.9	0.8	0.7	93.5	1.1	0.8	1.9	0.6

* Data on which the percentages are based were provided by the superintendents of the ten school districts.

** Does not include those who failed to identify their sex or race. The average percentage who identified their race as "other" than the categories listed was identical (2.1%) for all districts combined, the Wichita district and the non-Wichita districts.

numbers of "American Indians," "Spanish-Mexicans," and "Asian Americans" in the sample were very small--121, 112, and 28, respectively.

In addition to a listing of the five specific categories, respondents were given a choice of "other" in question #4 of the student's ballot. For the total sample, and for the two major strata, the percentage reporting "other" was identical (2.1%). However, in the enrollment data on race distributions provided by the administrators of the ten school districts, only two students out of nearly 30,000 enrolled in the six grades were identified as "other," and both were reported in one non-Wichita district.

While accounting procedures may require school administrators to classify children by the five race categories, it appears that the racial categories listed in the questionnaire might have been confusing to a few of the student respondents. One can only speculate on the many possible bases of such confusion. To illustrate, children of parents whose racial origins were in Southwest Asia and the Indian subcontinent might have identified themselves as: "White," because "Caucasian" includes people from those regions; or, "Asian Americans," because the parental origins were in Asia, but both parents and children now consider themselves to be "Americans." The "Spanish-Mexican" category, technically, could reflect both Caucasian for Spanish, and Indian for Mexicans who descended from parents of mixed Spanish and American Indian origins.

Another source of confusion may have occurred in the case of children who are the issue of racially mixed marriages. Consider the possible mother-father/father-mother combinations: Black-White, Black-Oriental, White-Oriental, Black-Spanish Mexican, White-Spanish Mexican, etc. While the incidence of children born from miscegenation may be low, it could account for some of the two per cent who classified themselves as "other" and, in turn, for the slight under-representation of both Whites and Blacks in the total sample.

In brief, in my judgment, the race distributions within the sample reflect reasonably well those existing in the population studied. Deviations of the sample from universe parameters are generally small, and probably result from chance sample fluctuations and the independent perceptions of the student respondents.

Sample returns, by day of the week. As effort was made to obtain an approximately equal number of completed questionnaires on each of the five days of the survey week. This effort was in direct support of questions 13-33 on the student ballot which asked for children's recall of their viewing "yesterday" by half-hour periods during the late afternoons and evenings before school days. In a number of cases, owing to unanticipated schedule conflicts, illnesses, or other reasons, instructors were unable to administer the questionnaires on the date assigned, but had to administer them on another day of the week.

Ideally, the percentage of total returns completed on each day would have been 20%. For the overall sample, Table 5 reveals that Friday was slightly underrepresented. The same was true for the Wichita school district. In the non-Wichita schools, Wednesday and Thursday were slightly underrepresented, while Monday and Tuesday were slightly overrepresented.

Summary evaluation. There is always the possibility, of course, that the returned sample deviated from a truly representative cross-section of the total student population in the selected grades with respect to certain unmeasured variables such as: the degree of interest in television; willingness to complete the questionnaire in accordance with instructions; or linguistic sophistication as it might affect the ability of the respondents to answer the questions. All such unmeasured variables, of course, are imponderables in most surveys in which questionnaires are self-administered and distributed and returned by impersonal means.

Based on data that are directly comparable, however, it is my judgment that the returned sample represents a good representative cross-section of the target population during the survey week, and should fairly reflect that population's viewing habits, program preferences, and perceptions of parental guidance. Sample deviations from universe parameters were of such low magnitude that I deemed it unnecessary to engage in any "weighting" when reporting "overall" and "combined" responses in subsequent analyses and reports of the findings.

Parent sample and the student subset

Parent returns. As noted earlier, by the end of November approximately forty per cent of the homes of the children contacted in the survey had responded with completed questionnaires. The second wave of "follow-up" letters, initiated on December 6, increased the response rate to slightly over fifty per cent. Mid-January was designated as the "cut-off" date beyond which parental returns would not be processed by the computer center. On January 15, a total of 5,052 completed parental questionnaires had been received.

Attrition. Of the total received, 170 parental returns were excluded from data processing for four reasons, as enumerated below.

1. Eighty-five were "contaminated" returns--contaminated in the sense that the parents' questionnaires were returned with completed student questionnaires. (See the subsection, "contaminated returns," in the preceding section.)

2. In matching parents' and children's questionnaires by serial numbers, fifteen were rejected because they clearly were from parents of students not selected for the survey. Discrepancies in the reported grade level, sex, and school of the child were determining factors. It is possible that

Table 5

ANALYSIS OF STUDENT QUESTIONNAIRES ATTEMPTED AND COMPLETED, BY DAY OF THE WEEK AND BY STRATA

	Questionnaires Supplied and Completed on*										5-Day Total	
	Monday		Tuesday		Wednesday		Thursday		Friday			
	Supplied	Completed	Supplied	Completed	Supplied	Completed	Supplied	Completed	Supplied	Completed	Supplied	Completed
All (254)												
4th Grade	192	183	183	168	171	135	179	219	171	133	896	838
5th Grade	190	170	177	153	179	155	180	195	185	134	911	807
6th Grade	210	228	190	138	190	180	188	205	195	133	973	884
7th Grade	192	132	194	219	198	202	215	171	202	134	1001	858
8th Grade	213	166	202	216	209	167	205	177	190	150	1019	876
9th Grade	218	189	236	149	216	185	204	147	219	234	1093	904
Total........	1215	1068	1182	1043	1163	1024	1171	1114	1162	918	5893	5167
% of 5-day total	20.6	20.7	20.1	20.2	19.7	19.8	19.9	21.6	19.7	17.8	100.0	100.1
Wichita (176)												
4th Grade	130	121	131	118	129	94	134	174	127	91	651	598
5th Grade	135	124	134	112	134	114	131	150	140	90	674	590
6th Grade	143	140	137	65	140	150	137	158	135	100	692	613
7th Grade	143	87	138	166	136	117	144	136	131	67	692	573
8th Grade	146	107	139	131	149	141	139	113	137	100	710	592
9th Grade	154	135	157	81	149	127	150	113	148	169	758	625
Total........	851	714	836	673	837	743	835	844	818	617	4177	3591
% of 5-day total	20.4	19.9	20.0	18.7	20.0	20.7	20.0	23.5	19.6	17.2	100.0	100.0
Non-Wichita (78)												
4th Grade	62	62	52	50	42	41	45	45	44	42	245	240
5th Grade	55	46	43	41	45	41	49	45	45	44	237	217
6th Grade	67	88	53	73	50	30	51	47	60	33	281	271
7th Grade	49	45	56	53	62	85	71	35	71	67	309	285
8th Grade	67	59	63	85	60	26	66	64	53	50	309	284
9th Grade	64	54	79	68	67	58	54	34	71	65	335	279
Total........	364	354	346	370	326	281	336	270	344	301	1716	1576
% of 5-day total	21.2	22.5	20.2	23.5	19.0	17.8	19.6	17.1	20.0	19.1	100.0	100.0

---

*In the sample design, an attempt was made to provide approximately equal numbers of questionnaires on each day of the week, modified by variations resulting from random "cluster" sampling. In several instances, owing to schedule conflicts, instructors were unable to administer the questionnaires on the assigned day and had to administer them on another day. The "completed" totals represent net returns (see column 11, Table 3).

parents might have had two children in the grades surveyed but only one was selected in the random sample. In such a case, the selected child probably took home two questionnaires and the parents elected to complete one questionnaire for each of their two children.

3. Thirty were rejected because it was apparent that they were "duplicates." In thirty envelopes containing two questionnaires each, the responses on both questionnaires were identical in every respect, in both demographic data and in the reports on viewing, attitudes, and guidance. A clue to a probable explanation for this phenomenon was obtained in a telephone conversation with a parent who called to ask, "Why is it necessary to fill out two questionnaires for the same child?" The purpose of providing each home with two questionnaires, I explained, was to accommodate responses from two adults. In such cases, it would appear that the responding parent either had not read or had misunderstood the letter which accompanied the questionnaire (see copy of the letter in Appendix C).

4. Forty parental returns could not be matched by serial numbers with any of the student returns. I can only speculate that this may have occurred if a student failed to turn in his or her questionnaire to the classroom instructor, but did, however, take home the parental questionnaires. What happened to the student questionnaires in these cases is not known. Perhaps they were thrown away, misplaced, or "lost" in some manner. Since one of the primary purposes of soliciting parental responses was to compare students' and parents' perceptions of guidance on viewing, such "unmatched" returns were unusable and were, accordingly, excluded from the parent sample.

The deletion of the 170 questionnaires reduced the net in-house-tab sample of parents to 4,882.

Table 6 analyzes the incidence of parental response--overall and in each of the major strata. For purposes of analysis, each student who returned a completed questionnaire represented a "different home."

Overall, the parent sample included one or more returns from 52.2% of the homes contacted through the children, a response rate which was considered adequate for the purposes of this study. The National Association of Broadcasters has noted that often surveys which require returns by mail suffer low response rates and "25 per cent is common" (NAB, 1966, 16). Babbie (1973, 165) characterizes mail response rates of 50% as "adequate," 60% as "good," and 70% as "very good." These are value judgments, of course, and perhaps the important criteria are the representativeness and the size of the returned sample, the latter directly affecting the statistical reliability of estimates based on the sample and subsamples.

Comparing the two major strata, Table 6 reveals that more than six of ten homes in the non-Wichita districts returned one or both questionnaires, compared to a response rate of 48% for homes in the Wichita district. The rate of "double responses"--two questionnaires per home--was quite high for both strata, and, overall, 81% of the "different homes" responded with two.

Table 6

ANALYSIS OF NET PARENTAL RETURNS

Responses from Parents of Students in:	Returns from "Different Homes"[a] No.	%	% of Net Sample of Students	No. of Returned Questionnaires[b]
All sampled classes			(5167)	
Single responses	512	19.0%	9.9%	512
Double responses	2185	81.0	42.3	4370
	2697	100.0	52.2	4882
Wichita classes			(3591)	
Single responses	392	22.6	10.9	392
Double responses	1344	77.4	37.4	2688
	1736	100.0	48.3	3080
Non-Wichita classes			(1576)	
Single responses	120	12.5	7.6	120
Double responses	841	87.5	53.4	1682
	961	100.0	61.0	1802

---

[a] For purposes of this analysis, each student who returned a completed questionnaire represents a "different home." Each student was given an envelope containing two questionnaires to take home to his/her "parents"--mother, father, grandmother, grandfather, or other responsible adults. As can be seen from the table the great majority of the homes (81%) responded with two completed questionnaires.

[b] Excluded are 170 parental returns. The reasons for their exclusion are provided in the subsection "Attrition," on the two preceding pages.

The student subset. Parental responses dictated the size and composition of the student subsample (hereinafter referred to as the "subset") which was used for the comparisons of parents' and students' reports on program preferences and independent perceptions of parental guidance. The net parent sample of 4,882 permitted matching parental responses with those of 2,697 children--52.2% of the total student sample of 5,167.

Representativeness of the parent sample and student subset. In Tables 6A and 6B, the distributions of the parent sample and the student subset are analyzed by grade level of the student, and by sex and race of the respondents.

In Table 6A, it will be seen that both the parent sample and the student subset compared very favorably, as might be expected, in the distributions by grade level. The important test, however, was the subset's degree of correspondence with the dimensions of the total student sample. As the middle column in Table 6A indicates, the correspondence was good. Overall, the subset showed a slight overrepresentation of children in the fourth grade, and a similar underrepresentation of children in the ninth grade. For all grades combined, the Wichita stratum and the non-Wichita stratum were underrepresented and overrepresented, respectively, by 5.1%.

The sex distribution of the student subset compared quite favorably with that of the total student sample, the proportions of boys and girls in each being about equal. In the parent sample, however, for each grade level the percentages of female respondents were higher than those of male respondents, with an average difference of 10.6%. This was not unexpected, however, as experiences with many mail surveys of households have revealed that men generally respond less frequently than women. The 10% differential is not so great, in my judgment, to severely bias the representativeness of the parent sample.

In Table 6B, the parent sample, student subset, and total student sample are analyzed by the racial/ethnic distributions of the respondents, Again, as was to be expected, the differences between the parent sample and student subset were not great. However, both deviated significantly from the total student sample in the overrepresentation of White respondents and the underrepresentation of minority groups, especially Blacks. In the case of the latter, the deviations were most pronounced in the seventh through the ninth grades in the Wichita district. In each of these grade levels, the proportion of Blacks in the student subset was less than half the proportion of Blacks in the total student sample.

The reason for the underrepresentation of Blacks in both the student subset and parent sample is not known. One or both of two actions could have been responsible: some Black students may have failed to take questionnaires home to their parents, or, if they did, the parents may have elected not to return them. In any case, to the extent that viewing habits, program preferences, and parental guidance of Black parents and children differ from those of the other racial/ethnic groups, the overall representativeness of the parent sample and the student subset is reduced slightly.

Table 6A

COMPARISON OF NET RETURNS FROM PARENT AND STUDENT SAMPLES

(By grade level of students, and by sex of respondents)

	Parent Sample		Student Subset		Total Sample of Students		Deviation of Subset	Male			Female		
All Districts	No.	% of 6 Grades	No.	% of 6 Grades	No.	% of 6 Grades		Parent Sample	Student Subset	Total Student Sample	Parent Sample	Student Subset	Total Student Sample
4th Grade. .	873	17.9%	487	18.1%	838	16.2%	+1.9%	43.5%	52.3%	49.9%	56.5%	47.7%	50.1%
5th Grade. .	777	15.9	444	16.5	807	15.6	+0.9	42.8	49.2	51.6	57.2	50.8	48.4
6th Grade. .	851	17.4	478	17.7	884	17.1	+0.6	44.0	46.8	49.2	56.0	53.2	50.8
7th Grade. .	792	16.2	434	16.1	858	16.6	-0.5	45.9	46.7	49.8	54.1	53.3	50.2
8th Grade. .	832	17.0	448	16.6	876	17.0	-.04	46.3	45.0	49.8	53.7	55.0	50.2
9th Grade. .	757	15.5	406	15.1	904	17.5	-2.4	45.9	50.1	52.1	54.1	49.9	47.9
Wichita													
4th Grade. .	586	19.0	333	19.2	598	16.7	+2.5	42.3	54.5	50.8	57.7	45.5	49.2
5th Grade. .	549	17.8	318	18.3	590	16.4	+1.9	41.8	47.0	51.1	58.2	53.0	48.9
6th Grade. .	508	16.5	295	17.0	613	17.1	-0.1	41.4	44.4	48.8	58.6	55.6	51.2
7th Grade. .	471	15.3	262	15.1	573	16.0	-0.9	45.0	44.4	48.3	55.0	55.6	51.7
8th Grade. .	502	16.3	275	15.8	592	16.5	-0.7	45.1	43.8	50.2	54.9	56.3	49.8
9th Grade. .	464	15.1	253	14.6	625	17.4	-2.8	45.5	48.4	51.4	54.5	51.6	48.6
Non-Wichita													
4th Grade. .	287	15.9	154	16.0	240	15.2	+0.8	45.9	47.4	47.5	54.1	52.6	52.5
5th Grade. .	228	12.7	126	13.1	217	13.8	-0.7	45.2	54.8	52.8	54.8	45.2	47.2
6th Grade. .	343	19.0	183	19.0	271	17.2	+1.8	47.7	50.8	50.2	52.3	49.2	49.8
7th Grade. .	321	17.8	172	17.9	285	18.1	-0.2	47.2	50.0	52.6	52.8	50.0	47.4
8th Grade. .	330	18.3	173	18.0	284	18.0	-	48.1	47.1	48.9	51.9	52.9	51.1
9th Grade. .	293	16.3	153	15.9	279	17.7	-1.8	46.6	52.9	53.8	53.4	47.1	46.2
All Grades:													
Wichita	3080	63.1	1736	64.4	3591	69.5	-5.1	43.4	47.3	50.1	56.6	52.7	49.9
Non-Wichita	1802	36.9	961	35.6	1576	30.5	+5.1	46.9	50.3	51.0	53.1	49.7	49.0
Total/Avg.	4882	100.0	2697	100.0	5167	100.0		44.7	48.4	50.4	55.3	51.6	49.6

Table 6B

RACIAL/ETHNIC DISTRIBUTIONS OF PARENT AND STUDENT SAMPLES*

	Parent Sample					Student Subset					Total Student Sample				
	White	Black	Span-Mex'n	Amer. Ind'n	Other	White	Black	Span-Mex'n	Amer. Ind'n	Other	White	Black	Span-Mex'n	Amer. Ind'n	Other
All Districts	(4259)	(288)	(86)	(96)	(111)	(2325)	(182)	(48)	(54)	(65)	(4149)	(596)	(112)	(121)	(137)
4th Grade. .	85.5%	7.5%	2.7%	2.2%	2.1%	83.8%	8.7%	2.9%	2.3%	2.3%	79.5%	12.3%	3.0%	3.0%	2.2%
5th Grade. .	86.2	8.7	1.7	1.0	2.3	85.0	10.0	1.6	0.9	2.5	79.8	13.9	2.0	1.8	2.5
6th Grade. .	83.8	8.1	1.6	3.1	3.4	82.2	9.6	1.5	2.9	3.8	77.8	13.3	2.5	2.6	3.8
7th Grade. .	88.3	4.2	1.7	2.4	3.4	87.6	4.7	1.6	2.6	3.5	82.2	10.4	2.2	2.1	3.1
8th Grade. .	91.9	3.9	1.3	1.3	1.6	91.7	4.0	1.3	1.3	1.6	82.9	9.9	1.8	2.5	2.9
9th Grade. .	92.9	2.9	1.6	1.7	0.8	92.5	3.0	1.7	2.0	0.7	84.4	10.3	1.6	2.1	1.6
Average. .	88.0	6.0	1.8	2.0	2.3	96.9	6.8	1.8	2.0	2.4	81.1	11.6	2.2	2.4	2.7
Wichita	(2559)	(273)	(74)	(69)	(74)	(1420)	(174)	(42)	(40)	(43)	(2686)	(579)	(99)	(92)	(93)
4th Grade. .	80.9	10.7	3.6	2.6	2.1	79.0	12.2	4.0	2.7	2.1	74.3	16.8	3.6	3.4	1.9
5th Grade. .	80.7	12.4	2.4	1.5	3.0	79.2	14.1	2.2	1.3	3.2	72.5	19.1	2.8	2.4	3.2
6th Grade. .	79.1	13.6	2.4	2.8	2.2	77.3	15.6	2.0	2.7	2.0	72.5	19.2	3.3	2.3	2.7
7th Grade. .	83.4	5.8	2.8	3.4	4.5	82.6	6.6	2.7	3.5	4.7	75.9	15.0	3.2	2.1	3.8
8th Grade. .	90.2	5.2	1.0	1.4	2.2	89.8	5.5	1.1	1.5	2.2	79.8	13.1	1.9	2.7	2.5
9th Grade. .	90.7	4.8	2.2	2.0	0.4	90.0	4.8	2.4	2.4	0.4	79.1	14.7	2.1	2.6	1.5
Average. .	84.0	9.0	2.4	2.3	2.4	82.6	10.1	2.4	2.3	2.5	75.7	16.3	2.8	2.6	2.6
Non-Wichita	(1700)	(15)	(12)	(12)	(38)	(905)	(8)	(6)	(14)	(22)	(1463)	(17)	(13)	(29)	(43)
4th Grade. .	94.7	1.1	0.7	1.4	2.1	94.1	1.3	0.7	1.3	1.3	92.4	1.3	1.7	2.1	2.5
5th Grade. .	99.1	-	-	-	0.9	99.2	-	-	-	0.8	99.5	0.5	-	-	-
6th Grade. .	90.6	-	0.6	3.5	5.3	90.1	-	0.5	3.3	4.4	89.9	-	0.7	3.4	6.0
7th Grade. .	95.3	1.9	-	0.9	1.9	95.3	1.8	-	1.2	1.2	94.4	1.4	0.3	2.1	1.8
8th Grade. .	94.5	1.8	1.8	1.2	0.6	94.8	1.7	1.7	1.2	0.6	89.4	3.2	1.8	2.1	3.5
9th Grade. .	96.6	-	0.7	1.4	1.4	96.7	-	0.7	1.3	1.3	96.4	0.4	0.4	1.1	1.7
Average. .	94.9	0.8	0.7	1.5	2.1	94.8	0.8	0.6	1.5	1.7	93.5	1.1	0.8	1.9	2.7

*Figures in parentheses provide the sample size for each racial/ethnic group. Percentages in the table, however, are based on the number in each grade level, not on the size of the racial/ethnic group. For each sample or subset, the percentages of the five categories add horizontally to 100%. Excluded are those who did not identify their race. The category "other" comprises Asian Americans and all others not included in the four racial/ethnic categories.

Methodological Shortcomings

Overall, I was reasonably satisfied with the methodology employed. As noted earlier in this chapter, each of the standard techniques of audience measurement has its advantages and disadvantages. Administrative considerations with respect to the time and funds available, and with respect to the ages of the students in the target population, generally dictated a survey approach utilizing a structured, standardized questionnaire for self-administration. The latter, as I have already noted, restricts answers to the choices provided.

In the following subsections, I shall call attention to certain limitations and "shortcomings" which should be considered in evaluating the validity of the findings provided in subsequent chapters.

Inclusion of non-Sedgwick respondents

The target population had been defined as "the school children in the fourth through the ninth grades in the public schools of Sedgwick County, excluding the handicapped in special education classes." Random "cluster sampling" of whole classes was employed in the ten unified school districts (USDs) for which Sedgwick is the "home county."

The boundaries of four of the ten USDs, however, extend into adjacent counties (see Figure 3, Chapter I). As result, a total of eighty-nine students in the net student sample resided outside Sedgwick County, although the schools they attend were within Sedgwick County. Sixty-six were from Sumner County, of which sixty-five were enrolled in USD 263 and one was enrolled in USD 264. In the case of USD 263, the Sumner/Sedgwick county line runs down the middle of the main street of Mulvane--a community in which most of the district's schools are located. The "environment" on one side of the county line did not differ from that on the other side sufficiently to warrant, in my judgment, the exclusion of the Sumner County residents. Nineteen children in USD 267's schools resided in Reno County, and four in USD 268's schools resided in Kingman County. The eighty-nine non-Sedgwick students represented only 1.7% of the net student sample.

Differing interpretations of "no guidance"

In part B of Section II of the questionnaire, both parents and students were asked to report the type of parental guidance provided on the viewing of each of the eighty-six listed programs. The choices provided two degrees of "positive" guidance ("must" or "should" watch it) and two degrees of "negative" guidance ("should not" or "must not" watch it). The middle choice on the students' questionnaire was: "They don't care if I do or don't watch it." On the parents' questionnaire, the middle choice was: "I give no advice."

Students' responses for programs "never seen." One instructor reported that there was some confusion among her students with respect to what "parental guidance" choice would be appropriate for programs they had never seen. The instructor noted that in most cases the students selected the middle choice, "They don't care if I do or don't watch it."

The possibility of such confusion is acknowledged. In constructing the questionnaire, it was believed that at least one reason for not having ever seen a program might have been the exercise of some degree of negative parental guidance. In the absence of any guidance, I suspect that most students who had "never seen" a given program probably would select the middle choice for guidance on that program. To the degree that this choice was made, "no guidance" should not be interpreted as being either negative or derogatory.

In Table 31 (Chapter VI), however, it will be seen that for sixteen of the eighteen programs on which children reported receiving the most negative parental guidance, the proportions who had "never seen" those programs were quite large. This does suggest that negative guidance may have been responsible, in great part, for the incidence of children reporting they had "never seen" a given program. Whatever the reason, the incidence of both positive and negative guidance was quite low as will be seen in Chapter VI. Nevertheless, an additional guidance choice might have resolved any such confusion, e.g., "I receive no guidance because neither my parents nor I have ever seen the program," or words to that effect.

Differing parental perspectives on "no guidance." Fifteen parents elected to attach comments to their questionnaires--comments which suggested that they were uneasy about the "no advice" choice on parental guidance. The questionnaire directly solicited the type of specific guidance provided to children on specific programs. There are, of course, other forms of more indirect and subtle guidance which were not measured by the questionnaire, and which were suggested by the parents' unsolicited comments.

One such type of guidance is that which is provided in a generalized context--the parents' influence in the rearing and training of their children. One respondent wrote:

> . . .By marking "Gives no advice," we do not wish to imply that we give no advice, but our youngsters pretty well know what they can and can't watch.

Another urged:

> . . .Please do not misunderstand that we do not supervise our child's viewing habits. Supervising on a very close level was done at a much earlier age so now, to a certain degree, the choice is up to him.

A second type of guidance is more related to how much the child watches television than to what the child views. One parent wrote:

> . . .We discourage, not disallow, watching the cops & robbers things, etc. We feel that in moderation the effects probably are not too severe. Therefore, the prohibition at our home is not so much "what" as how much.

According to another mother:

> . . .As far as parental advice as to the particular television shows, I rarely tell my son that he may not watch any of the regular series, however, he understands that too much of anything is not good and that it is better to be playing games, etc. than sitting in front of T.V. all evening.

A third type of guidance not measured by the questionnaire is that which is provided during the act of viewing. As one parent stated:

> . . .We usually watch television with our children and if they have any questions about some of the more adult shows we discuss them. Quite frankly there have been more questions from commercials than shows.

Still another parent stated:

> . . .I have been taking questionnaires for about 30 years so I recognize the limitations of possible responses. However, "I give no advice" is too broad a "catchall." If I see any program--news or other--that I do not think my children should watch, either the channel is changed or the TV is shut off.

The comments cited above do suggest that a more generalized type of guidance may have been provided to children even if parents responded, "I give no advice." The comments certainly have merit and should be considered when reviewing the analyses of parental reports in Chapter IX. At the same time, the low incidence of either positive or negative guidance to an entire week's schedule of evening and Saturday morning programs (Chapter VI) suggests that the parental guidance that is exercised often tends to be more passive than active.

Errors in the construction of the questionnaires

Two inadvertent and regrettable errors were made in constructing the questionnaires.

Ommission of certain regularly scheduled programs. A decision had been made to delete "movies" and "specials" from the list of programs in Section II of the questionnaire (see the rationale for this decision in the subsection, "Format of the questionnaire," earlier in this chapter). While "specials" were excluded, the regularly scheduled programs which the "specials" preempted were omitted also. Thus, "Bionic Woman," "Baretta," and "The Waltons" did not appear in the list at their regular times of broadcast. For the same reason, "Starsky & Hutch" was also omitted from its regular Wednesday evening slot, although it was included at its scheduled time on Saturday night.

These omissions were not discovered until after the questionnaires had been printed, and it was too late to make the necessary corrections and reruns. Again, the omissions are sincerely regretted.

Typographical error in the parent questionnaire. A typographical error which escaped several pairs of proofreading eyes occurred in Question 4 on the parents' questionnaire. The question asked the parents to report their ages by selecting one of three choices: "under 35," "36-49," or "50 or more." Obviously, such categories should be mutually exclusive, and the middle choice should have been "35-49." One parent wrote in the margin of his questionnaire, "What should I check if I am exactly 35 years old?" I noted that the parent did check the "36-49" choice, and I suspect that most of those faced with the same dilemma did likewise.

Summary. I have endeavored to fairly and honestly report limitations and errors, of which I am aware, that occurred in the methodology employed in this study. Without being "defensive" in any way, I must reassert that, in my judgment, the shortcomings notwithstanding, this report reflects reasonably well the viewing habits, program preferences, and parental guidance of school children in the fourth through the ninth grades in the public schools of Sedgwick County, Kansas, during mid-November, 1976. So be it.

CHAPTER III

THE INCIDENCE AND AMOUNT OF STUDENTS' VIEWING DURING LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS

Little documentation is required to demonstrate that children devote a considerable amount of their out-of-school time to television viewing. The A.C. Nielsen Company, nationally recognized for the data on viewing it supplies to broadcasters and advertisers, estimated that in November, 1975, children two to eleven years of age averaged slightly over twenty-six hours weekly in viewing television. The estimate of teen-age viewing was lower, with children twelve to seventeen years of age averaging approximately twenty-two hours weekly (Nielsen, 1976, 19).

Based on Nielsen's estimates of children's weekly viewing, it would appear that the daily averages for the pre-adolescent and teen-age groups would approximate 3.7 and 3.1 hours, respectively.

As explained in Chapter I, one of the primary objectives of this study was to determine the incidence and amount of students' viewing during late afternoons and evenings before school days. Implicit in the formulation of this objective was the notion that television may affect the amount of time children have available for other pursuits--other leisure-time activities, school-related study and "homework," family interaction, and even sleep. The data presented in this chapter, however, will not directly demonstrate the degree to which children's viewing competes or conflicts with such pursuits, nor shall I make any value judgments on whether the incidence or amount of television viewing is "good" or "bad" for children of the ages studied in the survey. Such inferences must be made by the individual readers as they relate to specific children. The data will, however, provide partial bases for drawing appropriate inferences.

An associated intent of this study was to determine children's viewing habits before, during, and after the "family viewing period" which occurs from 6:00 to 8:00 p.m. in the Central time zone--one hour earlier than in the Eastern and Pacific time zones. Finally, as is true for the other areas of inquiry, information was desired on the effects of several variables--sex, grade levels (a compound variable reflecting, at least in part, age and education), race, degree of urbanization, and the number of television sets in homes--upon the incidence and amount of children's television viewing. Adequate information on the effects of such variables, as they might relate to the "target population," was not found in a review of the available literature in the field.

To secure data which might provide insight into these matters, each child was asked to report, by half-hour periods, the times he or she watched television "yesterday" from 3:30 p.m. to midnight. Identification of "yesterday" as a specific day of the week was made in response to question #12 on the questionnaire. In questions #19 and #33, respondents were asked to sum the number of half-hour periods "checked" in each of the two day/parts--3:30 to 6:00, and 6:00 to midnight. (See a copy of the questionnaire in Appendix C.)

It was anticipated, of course, that on occasion, a respondent might not have viewed television during the entirety of a given half-hour period. In guidance provided to the classroom instructors, the latter were asked to request the students to place an "X" in the "box" for each half-hour period during which they viewed television for at least ten minutes. To the extent that respondents did not engage in viewing during the entirety of each half-hour period reported, the amounts of viewing, as calculated and analyzed in this chapter, would be inflated to an unknown degree. Such inflation, unfortunately, is characteristic of, and nigh unavoidable in, most research studies which attempt to determine the amounts of time and degrees of attention devoted to mass media materials. Nevertheless, it was assumed that inflation would be consistent throughout the total sample, thereby permitting reasonably reliable, comparative analyses of viewing among the subsamples.

An Overview

Viewing of all students, Sunday-Thursday combined. Table 7 analyzes the viewing of children after 3:30 p.m. during the five days covered by the survey. In the late afternoons, the daily average number of half-hour periods spent viewing television was slightly over two; in the evenings, after 6:00 p.m., the daily average was approximately four and three-fourths. Combining the two sets of data and converting them into hours, it would appear that the average number of hours devoted to television viewing daily was approximately 3.4, a figure that falls within the range of Nielsen's estimates for pre-adolescent and teen-age groups reported in the introduction of this chapter. The data derived from this study and those of Nielsen are not directly comparable, however, as the Nielsen estimates includes viewing on Fridays, Saturdays, and during the daytime on Sundays before 3:30 p.m.--days and times not covered in the survey and during which the patterns of viewing may vary from those observed in the day/parts investigated in this study.

The profile of viewing, by half-hour periods, reveals that by 4:00 p.m. slightly over half of all children were watching television. From 5:00 to 6:00, there was a temporary valley in the profile, with the proportion reporting viewing declining to about one-third of the sample. One might speculate on the reasons for the decline. In some homes, early evening meals might have interrupted viewing. Changes in the types of programming available

Table 7

TELEVISION VIEWING BY STUDENTS DURING LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS

(By half-hour periods and day of the week, Sunday through Thursday)

	Percentage viewing during each half-hour period--overall and by sex of the student																	
	Sun-Thur Combined			Sunday			Monday			Tuesday			Wednesday			Thursday		
	All*	Boy	Girl	All*	Boy	Girl	All*	Boy	Girl	All*	Boy	Girl	All*	Boy	Girl	All*	Boy	Girl
Reports by..	5103	2550	2526	1029	526	493	1060	530	524	1008	503	503	1068	539	526	897	430	462
3:30-6:00 pm																		
3:30-4:00	37.0	37.5	36.6	37.8	42.2	33.7	40.0	37.7	42.2	37.5	38.2	36.8	32.9	32.8	32.9	37.0	35.8	37.9
4:00-4:30	51.8	52.2	51.6	42.6	47.7	37.5	57.5	58.1	56.9	52.4	53.9	51.1	52.5	49.9	55.5	54.2	51.2	56.9
4:30-5:00	51.5	49.4	53.9	42.7	47.7	37.9	53.4	52.1	54.8	54.6	51.9	57.5	54.1	48.2	60.5	52.4	46.5	58.2
5:00-5:30	32.3	32.0	32.7	37.1	43.0	31.4	29.2	30.0	28.6	33.9	33.2	34.8	31.5	27.8	35.2	29.2	25.1	33.1
5:30-6:00	32.4	34.4	30.4	41.2	47.3	34.7	30.5	32.3	28.2	31.4	32.0	31.0	30.4	28.8	32.3	27.9	30.9	24.9
No viewing	24.6	25.1	23.8	34.8	29.5	40.6	21.7	23.0	20.4	21.8	23.3	20.3	20.5	23.9	16.9	24.1	26.7	21.6
6:00-Midnight	5041	2509	2508	1023	523	492	1049	517	527	986	493	491	1051	526	522	891	428	458
6:00-6:30	46.5	48.9	43.9	65.1	66.9	63.4	44.0	46.2	41.6	39.4	42.6	36.0	42.1	43.3	40.6	40.1	43.2	37.1
6:30-7:00	60.6	60.6	60.6	70.3	70.7	69.9	59.5	60.9	58.1	58.8	60.0	57.6	57.3	54.2	60.5	56.2	55.8	56.6
7:00-7:30	65.5	64.7	66.2	72.3	75.0	69.7	65.9	66.0	65.7	68.2	66.7	69.9	61.4	56.5	66.3	58.6	58.4	58.5
7:30-8:00	63.6	63.4	64.0	72.5	75.5	69.5	64.2	64.4	63.9	66.1	64.7	67.8	61.2	57.0	65.5	52.5	53.0	52.0
8:00-8:30	59.5	61.4	57.7	62.2	65.4	58.5	65.0	68.3	62.0	59.7	61.5	58.2	60.3	58.4	62.6	47.8	51.2	44.5
8:30-9:00	58.3	60.6	56.0	60.9	64.4	56.9	64.0	68.9	59.2	57.8	60.0	55.8	58.4	56.8	60.3	47.9	50.5	45.6
9:00-9:30	48.1	51.0	45.5	52.3	55.4	49.0	53.3	58.8	48.0	44.2	46.2	42.4	51.4	51.3	51.7	37.1	40.7	34.1
9:30-10:00	42.9	44.8	41.2	47.0	48.9	45.3	48.5	53.0	44.2	39.9	40.2	39.7	44.1	43.3	45.2	33.1	36.7	29.9
10:00-10:30	16.2	20.3	12.0	23.4	30.4	15.9	19.1	27.1	11.0	11.9	13.8	10.0	13.1	13.1	13.2	12.7	16.1	9.2
10:30-11:00	7.8	9.7	5.8	11.6	13.8	9.3	10.5	15.9	4.9	4.8	6.1	3.5	5.2	4.6	5.9	6.3	7.5	5.2
11:00-11:30	4.4	5.5	3.3	7.9	9.8	5.9	4.9	7.0	2.8	2.4	3.7	1.2	2.7	2.1	3.3	3.9	4.7	3.3
11:30-12:00	2.9	3.1	2.7	5.6	5.9	5.1	2.8	3.7	1.9	1.2	1.8	0.6	2.0	1.3	2.7	3.1	3.0	3.3
No viewing	10.4	10.5	10.2	8.9	7.8	10.0	8.2	8.1	8.5	10.7	11.2	10.2	10.4	12.2	8.6	14.4	14.3	14.6
Avg. No. of ½-hr Periods**																		
3:30-6:00	2.05	2.06	2.05	2.01	2.28	1.75	2.11	2.10	2.11	2.10	2.09	2.11	2.01	1.88	2.16	2.01	1.90	2.11
6:00-12:00	4.76	4.94	4.60	5.51	5.82	5.19	5.02	5.40	4.63	4.54	4.67	4.42	4.59	4.42	4.80	3.99	4.20	3.80

* Average for each day/part is based on the number of respondents, including those who did not report any viewing.

** Includes those who did not identify their sex and, in the case of combined Sunday-Thursday reports, those who did not identify what day of the week was "yesterday."

also might account partially for this phenomenon. From 3:30 to 5:00, the local stations broadcast programs that might have had considerable appeal to the children, e.g., "Flintstones," "Andy Griffith," "Bewitched," "Electric Company," "My Three Sons," and "Jeannie." At 5:00, however, the early evening line-up of hour-length newscasts commenced, each commercial affiliate "riding the net" for one-half hour and then following with "local news." The ABC affiliate started its newscast at 5:00; the others, at 5:30. As will be discussed in a subsequent chapter, "news" is not a popular type of program among the children, with about one-third of them reporting that they "dislike" it. The prevalence of newscasts, therefore, may partially account for the temporary decline in viewing reported from 5:00 to 6:30.

From 6:30 to 8:00, during the "family period," the profile reveals a dramatic rise in viewing, with slightly more than six out of ten children reporting that they watched television. This was the "peak period" in the profile. Thereafter, the incidence of viewing gradually declined, with 43% reporting viewing at 9:30-10:00. At 10:00 there was an abrupt decline, with only one of six children reporting viewing between 10:00 and 10:30.

Again, one can speculate on the reasons for this decline. As will be noted in the next chapter, 10:00 p.m. was the time beyond which many children (32.6%) reported they were not permitted to view television. In addition, starting at that time, all three of the local commercial stations broadcast news which, as noted above, is not a popular type of program among the children.

As might be expected, the size of the student audience between 10:30 and midnight was comparatively small.

Differences in viewing, by day of the week. The viewing pattern described above for the combined five-day period applies generally to each of the days. To avoid overly repetitious descriptions of the familiar "peaks" and "valleys," the following discussion will be limited to major variations that occurred on a given day of the week.

Sunday, of course, was a non-school day. Compared with the other four days, Monday through Thursday, the incidence of viewing from 4:00 to 5:00 on Sunday was significantly lower. Thereafter, until 8:00, however, the proportions reported viewing were considerably higher on Sunday than on any of the other four days. During the "family viewing period," the percentages reporting viewing each half-hour were the highest noted for any period or day covered by the survey.

A review of Table 7 reveals that higher percentages reported viewing on Monday night from 8:00 to 11:00 than was the case on the other weekdays. It might be noted, coincidentally, that "Monday Nite Football" was broadcast on that evening--commencing at 8:00 and extending beyond 10:30. A "cause-and-effect" relationship between these phenomena, of course, cannot be demonstrated from the data.

The incidence of viewing from 8:00 to 10:00 was lower on Thursday than on the other four days. The slightly smaller sample obtained for that day would not account, statistically, for the lower percentages who reported viewing during this period. An examination of the programming available on Thursday, November 18, offers some possible explanations. One network carried two new, "adult-type" programs ("Captains and Kings" and "Gibbsville") which would have been unfamiliar to the children and, perhaps, would have had comparatively less appeal. Opposite those programs, the other networks carried: two programs, "Tony Randall Show" and "Nancy Walker Show," which one-fourth of the children reported they had never seen; and two familiar police-detective programs, "Hawaii 5-0" and "Barnaby Jones," both of which were reported as "disliked" by approximately one-fourth of the children.

Effects of the Variable of Sex Upon Viewing

Viewing on Sunday-Thursday combined. Table 7 reveals only one major variation in the normal viewing profile that might be attributable to the variable of sex. After 8:00 p.m., higher proportions of boys than girls reported viewing television during each half-hour period.

With respect to the amount of viewing, the daily average of half-hours viewed was significantly greater among boys than girls.

Differences in viewing, by day of the week. On weekdays, differences between boys and girls in the proportions viewing each half-hour were not great. On Sunday afternoons from 3:30 to 6:00, however, the percentages viewing were much higher for boys. The heavy concentration on professional football games (five hours, from 12:00 to 6:00 on one network; and two and one-half hours, from 2:30 to 5:00 on another network) may have been responsible for the greater incidence of viewing among boys.

Although the differences were not always great, generally higher percentages of boys than girls reported viewing in the evenings during each half-hour period except on Wednesday when the reverse was true. Again, the reasons for this "reversal in form" are not known. A review of the programming on Wednesday night, November 17, reveals that three successive, one-hour "specials" were broadcast from 7:00 to 10:00 by the ABC affiliate--"Dorothy Hamill," "John Denver," and "Olivia Newton-John." On the NBC affiliate, a special "Hallmark of Fame" program, "The Disappearance of Aimee," was broadcast from 7:00 to 9:00. It is possible that these "specials" may have accounted for the greater viewing by girls during the times those specials were broadcast.

The peak period of viewing for both boys and girls in the evenings generally was observed from 7:00 to 8:00, although it occurred later for boys on Monday (8:30-9:00--possibly reflecting the broadcast of "Monday Nite Football") and on Wednesday (8:00-8:30).

With respect to the total time devoted to television, by day/parts, less variation occurred on weekdays between the boys and girls in the late afternoons than in the evenings. In the latter, with the exception again of Wednesday night (discussed above), the boys were "heavier consumers."

Effects of Students' Grade Level Upon Viewing

Viewing on Sunday-Thursday combined. In analyzing the differences in viewing by children in successive grade levels, it should be noted that most of the elementary schools (which include fourth, fifth, and sixth grades) in Wichita "let out" at 4:00 p.m., whereas the three grades in the junior high schools (seventh, eighth and ninth) are released one hour earlier. It is not surprising, therefore,to find in Table 8 that proportionately more junior high students were viewing from 3:30-4:00.

The elementary schools in the non-Wichita districts release their children earlier. The times of release range from 2:45 to 3:30. Therefore, it is probable that the majority of elementary school children who reported watching television from 3:30 to 4:00 were from the non-Wichita school districts. All junior high schools in Sedgwick County "let out" sufficiently early to permit nearly all of their students to watch television by 3:30 if they so desire.

During the next two half-hour periods, the percentage of viewers in all six grade levels hovered around 50%. From 5:00 to 6:00, the familiar decline in viewing was noted in Table 8 again, probably attributable to the less popular news line-up on the local stations. A trend is observable in the incidence of non-viewing during the late afternoon day/part; the higher the grade level, the higher were the proportions reporting no viewing at all.

During the "family viewing period," 6:00-8:00, the grade schoolers proportionately outnumbered the junior high school students during each half-hour period. Thereafter, the pattern was reversed, particularly with respect to the fourth and fifth graders. The lower incidence of viewing by grade schoolers probably reflects increasing parental pressure on these children to cease viewing, and data to support this conjecture is presented in the next chapter.

The peak period for viewing among all grade levels occurred between 7:00 and 8:00, although for the ninth graders a high percentage persisted until 9:00.

Of interest is the observation that the older children in the survey--those in the ninth grade--were lighter consumers of the television diet during each half-hour period from 6:00 to 8:00. From 10:00 to midnight, however, proportionately more ninth graders reported viewing.

Overall, the percentages reporting no viewing during the evenings reflect the division between elementary and junior high school children, the percentages being higher for the junior high students.

Table 8

EFFECTS OF AGE AND EDUCATION (GRADE LEVEL) UPON STUDENTS' VIEWING DURING LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS

(By half-hour periods and day of the week, Sunday through Thursday)

	Percentage viewing during each half-hour period--by grade level of the students																	
	Sunday-Thursday Combined*						Sunday						Monday					
	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Reports by 3:30-6:00 pm	828	797	875	844	871	886	180	168	224	131	163	163	169	147	138	213	222	170
3:30-4:00	25.2%	26.3%	24.5%	55.6%	46.3%	43.3%	37.8%	35.7%	35.7%	45.8%	39.3%	35.0%	23.1%	23.1%	34.1%	60.1%	40.5%	50.6%
4:00-4:30	51.7	50.6	51.3	55.7	53.0	48.4	42.2	43.5	45.5	45.0	39.9	38.7	63.9	56.5	55.8	54.9	59.5	53.5
4:30-5:00	51.9	56.7	58.1	49.2	49.5	44.0	44.4	41.7	46.0	44.3	38.7	39.9	59.2	57.8	53.6	50.2	54.5	46.5
5:00-5:30	36.5	38.4	35.9	30.0	26.1	27.7	39.4	34.5	38.4	39.7	32.5	38.0	42.6	37.4	26.8	25.4	21.6	25.9
5:30-6:00	43.2	37.5	36.8	29.1	23.9	24.8	52.8	39.9	39.3	40.5	35.6	38.7	34.2	42.2	27.5	27.7	22.1	24.7
No viewing	18.5	19.3	24.0	24.5	28.4	32.2	27.2	33.9	36.6	32.1	39.9	40.5	12.4	15.0	26.1	20.2	27.5	27.6
6:00-Midnight	816	782	856	844	861	880	184	170	220	130	160	159	167	146	132	213	221	169
6:00-6:30	58.3	54.1	50.5	40.9	41.2	35.3	71.2	65.9	65.9	62.3	65.0	58.5	61.1	53.4	43.9	38.0	35.7	37.9
6:30-7:00	63.1	69.2	66.2	57.7	58.1	50.6	71.7	75.3	74.1	65.4	70.6	61.6	66.5	65.8	63.6	61.0	54.8	48.5
7:00-7:30	66.1	70.8	71.1	63.0	63.4	59.0	71.7	77.1	76.4	69.2	68.1	69.2	68.9	71.2	65.2	65.7	65.6	59.8
7:30-8:00	64.2	68.7	71.4	60.3	61.3	56.7	71.2	77.1	80.0	56.4	65.0	72.3	67.7	64.4	63.6	65.3	66.5	56.8
8:00-8:30	56.1	59.8	64.8	59.5	58.3	58.3	55.4	60.0	65.5	63.8	58.1	70.4	61.7	59.6	64.4	68.5	68.3	65.1
8:30-9:00	50.1	58.6	63.1	59.2	59.9	58.4	50.5	58.2	65.9	62.3	58.8	68.9	55.1	58.9	64.4	67.1	70.1	65.1
9:00-9:30	33.3	43.6	51.6	49.1	56.6	53.5	37.0	44.7	55.0	55.4	55.6	68.6	38.9	44.5	48.5	54.0	66.5	60.9
9:30-10:00	25.4	38.7	44.9	44.2	53.0	50.1	27.7	43.5	46.8	52.3	49.4	66.7	31.7	38.4	40.2	48.4	65.6	58.6
10:00-10:30	12.5	12.1	15.3	15.6	18.1	22.7	16.8	20.0	17.7	30.0	17.5	42.8	12.6	10.3	18.2	16.4	26.7	27.2
10:30-11:00	6.1	5.1	6.3	5.8	10.1	12.6	9.8	9.4	9.1	9.2	11.3	22.0	7.2	4.8	11.4	7.5	15.8	14.8
11:00-11:30	3.4	4.0	3.6	2.6	5.3	7.2	4.9	9.4	6.4	4.6	8.8	13.8	3.0	3.4	5.3	1.9	6.8	8.9
11:30-12:00	2.6	2.9	2.5	1.7	2.9	4.9	4.3	6.5	5.0	2.3	6.3	8.8	2.4	2.1	2.3	0.9	3.2	5.3
No viewing	9.7	9.1	8.1	11.2	10.8	13.6	8.2	8.8	7.3	10.8	10.0	9.4	4.2	10.3	10.6	8.9	6.8	10.1
Avg. No. of ½-hr Periods**																		
3:30-6:00	2.09	2.10	2.07	2.20	1.99	1.88	2.17	1.95	2.04	2.15	1.85	1.90	2.32	2.17	2.00	2.20	2.00	2.01
6:00-12:00	4.41	4.88	5.11	4.60	4.88	4.69	4.92	5.47	5.68	5.42	5.34	6.24	4.77	4.77	4.91	4.95	5.46	5.09

---

* Includes those who did not identify what day of the week was "yesterday."

** Average for each day/part is based on the number of respondents, including those who did not report any viewing.

Table 8 (cont'd)

	Percentage viewing during each half-hour period--by grade level of the students																	
	Tuesday						Wednesday						Thursday					
	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Reports by	137	157	177	201	166	170	201	188	198	162	174	144	130	132	131	133	146	225
3:30-6:00 pm																		
3:30-4:00	24.8%	28.7%	15.8%	56.2%	54.8%	39.4%	14.4%	23.9%	17.7%	59.9%	47.1%	43.8%	29.2%	18.9%	16.0%	52.6%	52.1%	45.3%
4:00-4:30	51.8	51.0	50.3	57.2	59.0	44.1	55.2	50.0	57.1	58.6	46.6	45.8	45.4	55.3	48.1	62.4	58.9	54.2
4:30-5:00	54.7	61.1	65.5	48.8	56.0	42.4	51.2	64.4	70.2	48.8	43.7	41.7	50.8	60.6	53.4	54.1	53.4	46.2
5:00-5:30	38.7	45.2	37.9	29.9	28.3	25.9	32.8	42.6	35.9	30.2	21.8	22.2	28.5	31.1	36.6	27.8	28.1	25.8
5:30-6:00	49.6	35.7	39.5	28.9	21.1	17.6	36.8	35.1	33.8	28.4	21.8	23.6	33.8	35.6	42.7	21.8	19.2	20.4
No viewing	14.6	16.6	17.5	24.9	20.5	34.7	16.4	14.9	14.1	21.6	31.0	28.5	21.5	15.2	23.7	27.1	22.6	30.2
6:00-Midnight	127	149	175	201	164	170	197	183	194	162	170	144	130	129	128	134	146	224
6:00-6:30	58.3	49.7	44.6	33.8	31.7	24.7	50.3	49.7	42.3	36.4	40.6	29.2	48.5	50.4	48.4	40.3	34.9	27.7
6:30-7:00	68.5	71.1	46.6	51.2	56.1	46.5	52.8	62.3	62.4	58.0	60.0	46.5	57.7	72.1	61.7	55.2	49.3	48.2
7:00-7:30	71.7	69.8	75.4	63.2	67.1	63.5	57.9	63.9	69.1	59.3	62.9	52.8	60.8	72.9	64.1	58.2	51.4	50.9
7:30-8:00	64.6	71.8	72.6	62.2	67.1	59.4	58.9	65.0	69.1	58.0	60.6	53.5	57.7	64.3	64.8	48.5	43.8	43.8
8:00-8:30	57.5	62.4	63.4	57.2	60.4	57.6	56.9	62.3	68.0	58.6	57.6	56.9	46.9	53.5	59.4	45.5	41.8	43.8
8:30-9:00	54.7	57.0	61.1	60.2	64.0	55.3	50.8	65.0	61.3	58.0	56.5	59.7	44.6	51.2	60.2	44.8	45.2	44.6
9:00-9:30	29.9	39.6	48.0	44.8	51.2	47.6	35.0	47.0	55.2	56.2	60.6	58.3	20.0	41.1	47.7	33.6	43.8	36.6
9:30-10:00	23.6	33.6	45.1	41.8	47.0	42.9	23.9	42.1	47.9	48.8	57.6	48.6	16.9	34.1	40.6	28.4	39.0	36.6
10:00-10:30	9.4	10.1	9.7	11.9	14.0	15.3	11.2	9.3	14.4	12.3	14.1	18.1	11.5	9.3	6.4	10.4	15.1	12.9
10:30-11:00	5.5	3.4	1.7	4.0	8.5	5.9	3.0	3.3	5.7	4.3	5.3	10.4	5.4	3.9	3.9	4.5	7.5	9.8
11:00-11:30	3.1	2.0	1.7	1.0	4.3	2.9	2.5	2.2	2.6	2.5	2.4	4.2	3.8	2.3	1.6	4.5	4.1	5.8
11:30-12:00	1.6	0.7	1.1	1.0	1.2	1.8	2.0	2.2	0.5	2.5	1.8	3.5	2.3	3.1	3.1	2.2	2.1	4.9
No viewing	9.4	8.1	8.6	12.9	11.0	13.5	14.2	9.3	7.2	11.1	11.8	9.0	12.3	9.3	7.8	12.7	16.4	22.3
Avg. No. of ½-hr Periods*																		
3:30-6:00	2.02	2.22	2.10	2.20	2.20	1.70	1.90	2.16	2.15	2.26	1.81	1.77	1.88	2.01	1.97	2.19	2.12	1.92
6:00-12:00	4.39	4.71	4.89	4.32	4.72	4.23	4.05	4.74	5.00	4.55	4.80	4.42	3.76	4.58	4.72	4.76	3.78	3.66

* Average for each day/part is based on the number of respondents, including those who did not report any viewing.

Among the six grade levels, children in the sixth grade reported the greatest average number of hours devoted to television daily. This resulted from their heavier viewing in the evenings. Differences among the six grades in the amounts of daily viewing time during the afternoons were not great.

Differences in viewing, by day of the week. As Table 8 reveals, on Sunday the incidence of viewing from 4:00 to 5:00 did not reach the level reported on the other four days. However, the total amount of time devoted to television was greater on Sunday than on the weekdays.

The evening viewing profile on each day of the week generally conformed to that observed for Sunday-Thursday combined. For all grade levels the peak period of viewing commenced at 6:30 except on Tuesday when it began a half-hour earlier for children in the sixth through the ninth grades. While the peak period ended at 8:00 for the fourth graders, it occurred later by one-half to one and one-half hours for children in the upper grades, varying slightly by day of the week.

Numerous but minor variations in the viewing patterns were observed on the weekdays. Some undoubtedly may be attributable to chance fluctuations resulting from the comparatively small size of the subsamples. Others may reflect the varying appeals of the programs broadcast. For detailed analyses, the reader is invited to review Table 8.

The variable of grade level did not appear to have any linear effect upon the average daily amount of time spent watching television. For example, on three of the five days, the fourth and ninth grade students reported the least amount of viewing. On Monday, however, the least amount of viewing was reported by the sixth graders; on Sunday, the heaviest viewing was reported by the ninth graders.

Effects of Race and Residence Upon Viewing

Table 9 presents an analysis of the effects of race and place of residence upon the viewing of school children in fourth through the ninth grades in the late afternoons and evenings before school days.

Viewing on Sunday-Thursday combined

Effects of racial differences. The variable of race, of course, does not lend itself to analyses of trends. The general profiles of viewing among the four listed races are quite similar to those observed in earlier tables in this chapter, but there are isolated differences which merit attention.

During the 5:30-6:00 period, Blacks reported proportionately much greater viewing than did those of other races--followed in turn by American Indians, Spanish-Mexicans, and Whites. This represents a major departure from the overall profile discussed earlier in which a decline was noted during this period when all three local network affiliates are carrying newscasts. This finding is consonant with data which will be reported in a later chapter on attitudes toward television programs, and which revealed that "local TV news" was selected as "a favorite" by proportionately more Blacks than students of other races.

With respect to those reporting no viewing during the late afternoons, the incidence of non-viewing was highest among Whites, followed in turn by American Indians, Blacks, and Spanish-Mexicans.

In the evenings, the peak period of viewing for all races commenced at 6:30. It ended at 8:00 for Whites and Spanish-Mexicans, and at 9:00 for Blacks and American Indians. The biggest decline in viewing occurred at 10:00 for all races. However, significantly more Blacks and American Indians, proportionately, continued to view past 10:00.

Spanish-Americans reported the highest incidence of non-viewing in the evenings, with slightly more than one out of seven so reporting.

In the evenings and for the combined day/parts, American Indians reported the greatest amount of viewing for the five-day period, the daily average being slightly over four hours. They were followed closely by Blacks, while both Whites and Spanish-Mexicans reported significantly less viewing.

Differences, by place of residence. The hypothesis underlying this tested variable was that successive degrees of urbanizations might reflect linear trends in viewing. That is to say, as we proceed from Wichita (the "big city") to the small towns--to the country--to the farm, viewing patterns might change in some consistent fashion. An analysis of the data in Table 9 provides little support for the hypothesis. Apparently, the urban-rural continuum that I observed in my radio audience survey of the six grades in Sedgwick County thirty years ago is no longer operational to the same degree nor with the same consistency. In fact, only three "trends" were observed.

One trend was in the incidence of viewing from 5:00 to 5:30--the more "urban" the child, the greater the percentage reporting viewing during that period. A reverse trend was noted in the percentages reporting no viewing during the afternoons--the more "rural" the child, the greater the proportions so reporting. The third "trend" was noted in the combined percentages reporting viewing from 10:00 to midnight; the more "urban" the child, the greater the proportion reporting viewing during that period, but the differences among the four residence categories were not great.

For the afternoons and for the combined day/parts, farm children reported lower average amounts of daily viewing.

Table 9

EFFECTS OF RACE AND RESIDENCE UPON STUDENTS' VIEWING DURING LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS, SUNDAY-THURSDAY COMBINED

	Percentage viewing during each half-hour period--by race and residence of the students									
		Race					Place of Residence			
	All Students*	White	Black	Spanish-Mexican	American Indian	Other	Wichita	Town	Country/ Non-Farm	Farm
Reports by..	5103	4104	583	112	121	136	3527	792	533	183
3:30-6:00 pm										
3:30-4:00	37.0%	37.6%	34.3%	25.0%	39.7%	39.7%	33.9%	49.7%	40.5%	38.3%
4:00-4:30	51.8	51.7	49.9	58.0	52.9	57.4	50.7	58.0	51.4	51.9
4:30-5:00	51.5	50.3	54.4	57.1	63.6	57.4	53.3	48.5	47.7	43.2
5:00-5:30	32.3	30.2	43.2	38.4	41.3	36.0	33.9	27.7	32.3	25.7
5:30-6:00	32.4	29.7	50.6	29.5	39.7	33.8	33.7	28.2	30.2	31.7
No viewing	24.6	26.4	16.0	15.2	19.0	19.1	23.2	26.3	28.5	31.1
6:00-Midnight	5041	4067	563	110	119	135	3478	787	525	183
6:00-6:30	46.5	45.0	56.0	47.3	52.9	43.0	45.9	45.4	51.0	47.0
6:30-7:00	60.6	60.1	62.2	60.9	67.2	65.9	60.0	59.8	66.1	58.5
7:00-7:30	65.5	65.1	65.0	60.9	69.7	78.5	64.5	65.7	70.7	68.9
7:30-8:00	63.6	81.2	60.2	64.5	71.4	74.8	63.6	61.6	66.5	68.3
8:00-8:30	59.5	59.0	60.2	54.5	68.9	66.7	59.4	58.7	60.8	61.7
8:30-9:00	58.3	57.9	58.4	51.8	70.6	63.7	58.1	59.0	60.4	55.7
9:00-9:30	48.1	47.0	51.5	50.9	63.0	51.9	48.2	48.0	48.0	47.5
9:30-10:00	42.9	41.8	49.2	40.0	54.6	43.0	43.5	42.4	41.1	37.7
10:00-10:30	16.2	14.0	28.4	13.6	26.9	21.5	16.4	16.6	13.7	17.5
10:30-11:00	7.8	6.3	15.6	9.1	15.1	10.4	7.9	7.6	7.2	6.6
11:30-12:00	2.9	2.2	7.5	3.6	5.0	3.0	3.4	2.0	1.5	0.5
No viewing	10.4	10.7	8.9	13.6	5.9	10.4	10.5	10.9	7.8	12.0
Avg. No. of ½-hr periods**										
3:00-6:00	2.05	2.00	2.32	2.08	2.37	2.24	2.05	2.12	2.02	1.90
6:00-12:00	4.76	4.65	5.25	4.64	5.76	5.30	4.75	4.70	4.90	4.73

---

* Includes those who did not identify their race or place of residence.

** Average for each day/part is based on the number of respondents, including those who did not report any viewing.

Differences in viewing, by day of the week.

Effects of racial differences. For each day of the five-day survey week, Table 10 analyzes differences in the incidence and amount of viewing by race and place of residence of the respondents. The subsamples of American Indians (121) and Spanish-Mexican (112) were too small to provide statistical estimates of high reliability for these two subsamples, and the data in Table 10 provide only comparisons between Blacks and Whites.

During the period of 3:30 to 6:00, proportionately more Blacks than Whites reported viewing on Sunday. Conversely, proportionately fewer Blacks reported no viewing at all on Sunday afternoon, 3:30-6:00. It should be noted that two of the local commercial stations carried professional football games during these times. Whether the concentration on this type of programming would account for the significant differences between Blacks and Whites in the incidence of their viewing is not known. Data on student attitudes toward specific programs, reported in a later chapter, reveal that "Monday Nite Football" was named as "a favorite" by significantly higher proportion of Blacks than Whites, and preferential differences may have been manifested in Blacks' viewing of professional football on Sunday afternoon.

On Monday, similar differences were observed in the periods of 4:30 to 7:00 and between 9:00 and midnight--again, proportionately more Blacks reporting viewing during those times. During the peak period of viewing from 7:00 to 9:00, no appreciable differences between the two races were found in the pattern or incidence of viewing.

On two of the other three days--Tuesday and Thursday, the percentages of Blacks reporting viewing were consistently higher than those of Whites during each half period from 5:00 to midnight, with one exception--7:30 to 8:00 on Thursday.

Wednesday appeared to be an anomaly, in the sense that no major difference was found between Blacks and Whites in the total hours devoted to television. Moreover, during the peak period half-hours in the 7:30-8:30 time block, higher percentages of Whites than of Blacks reported that they watched television. The "specials" that were broadcast on both ABC and NBC affiliates during this period, as discussed earlier, may have been responsible for these differences to an unknown degree. From 10:00 to midnight, the familiar pattern of greater viewing by Blacks was observed on Wednesday.

Differences, by place of residence. The number of farm children in the sample (183) was too small to provide statistically reliable estimates of viewing on each of the five days. Table 10 compares Wichita with "other non-farm" children. Few major or consistent differences were noted between the two groups. Only two perhaps are worthy of mention. On each day of the week, proportionately fewer children in Wichita viewed between 3:30 and 4:00 than was the case for "other non-farm" children. As explained earlier, most grade school children in Wichita are not released from school until 4:00 P.M. The "other non-farm" children, reported a higher incidence of viewing from 6:30 to 10:00 on Wednesday.

Table 10

EFFECTS OF RACE AND RESIDENCE UPON STUDENTS' VIEWING DURING LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS, BY DAY OF THE WEEK

	Percentage viewing during each half-hour period--by race and residence of the students											
	Sunday-Thursday Combined				Sunday				Monday			
	Race		Residence		Race		Residence		Race		Residence	
	White	Black	Wichita	Other Non-Farm	White	Black	Wichita	Other Non-Farm	White	Black	Wichita	Other Non-Farm
Reports by.....	4104	583	3527	1325	829	115	650	317	843	115	713	300
3:30-6:00 pm												
3:30-4:00	37.6%	34.3%	33.9%	46.0%	35.6%	52.2%	35.5%	42.0%	40.3%	38.3%	36.9%	48.7%
4:00-4:30	51.7	49.9	50.7	55.3	39.8	57.4	41.7	44.5	57.8	53.9	56.0	61.0
4:30-5:00	50.3	54.4	53.3	48.2	39.9	59.1	42.5	44.2	51.7	53.0	55.4	50.3
5:00-5:30	30.2	43.2	33.9	29.5	34.6	54.8	36.9	38.8	26.7	39.1	32.5	23.3
5:30-6:00	29.7	50.6	33.7	29.0	37.5	67.8	41.7	39.4	27.6	46.1	33.2	24.3
No viewing	26.4	16.0	23.2	27.2	38.2	16.5	36.0	33.1	23.6	12.2	19.6	27.3
6:00-Midnight	4067	563	3478	1312	825	113	643	316	837	110	702	300
6:00-6:30	45.0	56.0	45.9	47.6	64.4	71.7	64.9	64.6	42.5	51.8	43.7	43.7
6:30-7:00	60.1	62.2	60.0	62.3	70.7	69.9	68.9	72.2	58.4	61.8	59.3	60.0
7:00-7:30	65.1	65.0	64.5	67.7	72.7	66.4	71.4	73.1	65.5	65.5	65.7	66.7
7:30-8:00	63.5	60.2	63.6	63.6	73.1	63.7	72.8	71.5	62.8	63.6	66.1	60.7
8:00-8:30	59.0	60.2	59.4	59.5	60.6	66.4	63.6	60.1	64.3	65.5	64.7	65.0
8:30-9:00	57.9	58.4	58.1	59.5	58.8	65.5	61.3	60.4	63.7	61.8	63.7	64.3
9:00-9:30	47.0	51.5	48.2	48.0	50.1	54.9	54.3	48.7	51.7	56.4	53.1	53.7
9:30-10:00	41.8	49.2	43.5	41.9	45.5	54.0	49.9	43.4	47.6	51.8	49.3	46.7
10:00-10:30	14.0	28.4	16.4	15.5	22.3	31.9	23.3	23.7	16.4	30.0	19.1	18.7
10:30-11:00	6.3	15.6	7.9	7.5	10.3	19.5	12.8	9.2	9.0	18.2	9.8	11.7
11:00-11:30	3.3	10.3	4.7	3.6	6.8	15.9	9.0	5.7	3.7	8.2	5.3	4.0
11:30-12:00	2.2	7.5	3.4	1.8	4.4	14.2	7.0	3.5	2.5	3.6	2.8	2.3
No viewing	10.7	8.9	10.5	9.7	9.5	8.0	8.7	8.5	8.8	6.4	8.0	9.3
Avg. No. of ½ hr. periods*												
3:30-6:00	1.99	2.32	2.05	2.08	1.88	2.91	1.98	2.09	2.04	2.31	2.14	2.08
6:00-12:00	4.65	5.25	4.75	4.79	5.40	5.94	5.60	5.36	4.88	5.38	5.03	4.97

---

* Average for each day/part is based on the number of respondents, including those who did not report any viewing.

Table 10 (cont'd)

EFFECTS OF RACE AND RESIDENCE UPON STUDENTS' VIEWING DURING LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS, BY DAY OF THE WEEK

	Tuesday				Wednesday				Thursday			
	Race		Residence		Race		Residence		Race		Residence	
	White	Black	Wichita	Other Non-Farm	White	Black	Wichita	Other Non-Farm	White	Black	Wichita	Other Non-Farm
Reports by....	799	132	743	227	852	126	789	236	747	93	609	233
3:30-6:00 pm												
3:30-4:00	39.7%	26.5%	34.3%	49.3%	34.5%	23.0%	28.1%	50.0%	37.9%	34.4%	36.6%	39.5%
4:00-4:30	52.6	49.2	51.8	54.6	53.5	43.7	50.2	61.9	54.9	46.2	54.3	55.4
4:30-5:00	52.9	59.1	57.1	47.1	54.8	47.6	55.3	53.0	51.9	51.6	55.7	45.1
5:00-5:30	31.2	44.7	35.0	30.0	30.5	37.3	33.5	28.0	27.7	39.8	31.5	25.3
5:30-6:00	28.0	50.0	32.2	29.1	43.7	28.2	31.1	28.8	26.4	44.1	30.9	21.5
No viewing	23.5	17.4	20.1	26.0	21.5	15.1	20.4	18.6	25.3	19.4	20.7	29.6
6:00-Midnight	785	127	726	223	844	118	776	233	742	93	608	228
6:00-6:30	36.6	53.5	38.7	40.8	41.0	50.8	42.9	42.9	38.8	50.5	40.3	40.4
6:30-7:00	56.9	68.5	59.2	57.4	57.7	51.7	57.1	60.5	56.3	57.0	55.9	57.9
7:00-7:30	67.3	68.5	69.0	66.4	61.1	61.9	60.1	67.0	58.5	61.3	55.9	63.9
7:30-8:00	65.2	68.5	66.3	65.9	62.1	54.2	61.5	62.2	53.1	47.3	50.3	54.8
8:00-8:30	59.2	62.2	58.7	63.2	62.6	49.2	59.7	62.2	46.5	57.0	49.0	43.9
8:30-9:00	56.8	63.8	56.7	61.9	61.0	62.5	57.3	64.4	47.3	53.8	50.0	43.3
9:00-9:30	42.3	53.5	43.1	48.0	46.6	52.1	49.2	58.4	36.7	44.1	40.3	28.1
9:30-10:00	38.0	52.0	39.9	39.9	42.4	44.2	41.8	51.5	32.2	44.1	36.5	25.0
10:00-10:30	9.7	25.2	12.5	9.4	10.1	29.7	13.4	12.4	10.8	24.7	14.5	7.9
10:30-11:00	3.3	12.6	4.8	4.9	3.3	15.3	5.5	4.7	5.4	12.9	7.1	3.9
11:00-11:30	1.0	9.4	2.8	1.8	1.2	10.2	3.1	1.7	3.5	7.5	4.1	3.1
11:30-12:00	0.3	7.1	1.7	0.0	1.1	5.9	2.3	0.9	2.8	6.5	3.8	1.3
No viewing	11.5	7.9	11.0	9.4	10.0	10.2	11.0	7.7	14.6	12.9	14.3	14.5
Avg. No. of ½-hr periods*												
3:30-6:00	2.04	2.30	2.10	2.10	2.02	1.95	1.98	2.22	2.00	2.16	2.09	1.87
6:00-12:00	4.37	5.45	4.53	4.60	4.58	4.64	4.54	4.89	3.92	4.67	4.08	3.73

* Average for each day/part is based on the number of respondents, including those who did not report any viewing.

Effects of the Number of Sets in the Home Upon Viewing

One hypothesis advanced in the development of this study was that the number of sets in the home might have some effect upon the incidence and amount of children's viewing. A review of the literature, briefly provided in Chapter I, indicated that children of the ages included in this study seldom control the selection of programs. Pre-emption of the set by parents or older siblings, especially in single-set homes, should restrict a child's choice to one of viewing or not viewing. In multiple-set homes, on the other hand, it was theorized that children would have more choice among a variety of programs. Two-thirds of the children contacted in the survey reported that there were two or more sets in their homes.

Based on the reports of all respondents, there was some evidence to support the hypothesis advanced above. An inspection of Table 11 reveals that differences between children in single-set homes and those in multiple-set homes were minor with respect to viewing in the late afternoons. In the evenings, however, from 8:00 to midnight, a slight "trend" was noted--the greater the number of sets in the home, the greater were the percentages who reported viewing. In addition, during the evenings and for the combined day/parts the amount of viewing (average number of hours devoted to television) was greater among children in homes with multiple sets.

The effects of racial differences. In White homes, the effect of multiple-set availability was not noticeable before the end of the "family viewing period" (8:00). Thereafter, greater percentages of children from multiple-set homes than from single-set homes reported viewing television. After 10:00, however, the effect was more noticeable for children in homes with three or more sets.

In contrast, Table 11 reveals that for Black children, multiple-set availability had no consistent nor marked effect before 10:30.

Differences, by place of residence. An examination of Table 11 reveals no consistent pattern with respect to multiple-set availability among the three residence categories, and no major differences were noted among the proportions reporting viewing in the afternoons.

In the evenings, the incidence of viewing in multiple-set homes in Wichita was greater than in single-set homes from 6:30 to 10:00. Thereafter, heavier viewing occurred only in homes with three or more sets.

In towns, the effect of multiple sets in the home was not noticeable until the period of 8:30-9:00. Thereafter, as was the case for children in Wichita, the percentages reporting viewing were higher among those in homes with multiple sets.

In the "country/farm" category, multiple-set availability appeared to contribute to proportionately more viewing during half-hour periods in the 8:00 to 10:00 block. From 10:00 to 10:30, children in homes with three or more sets reported a significantly greater incidence of viewing.

Table 11

EFFECTS OF THE NUMBER OF SETS IN THE HOME ON STUDENTS' VIEWING IN LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS--BY RACE AND RESIDENCE OF STUDENTS

				Race						Residence								
	All students			White			Black			Wichita			Town			Country/Farm		
	No. of sets			No. of sets			No. of sets			No. of sets			No. of sets			No. of sets		
	1	2	3+	1	2	3+	1	2	3+	1	2	3+	1	2	3+	1	2	3+
Reports by..	1640	2158	1233	1317	1767	969	170	225	173	1130	1452	891	262	365	156	223	311	174
3:30-6:00 pm																		
3:30-4:00	33.4%	38.1%	40.1%	34.4%	38.5%	40.0%	28.2%	36.4%	39.9%	29.5%	34.6%	38.6%	50.0%	49.3%	51.3%	36.3%	42.8%	39.7%
4:00-4:30	49.5	53.3	52.6	49.9	52.9	52.3	43.5	55.1	50.3	48.1	52.3	51.5	56.1	60.3	58.3	51.6	50.8	53.4
4:30-5:00	49.8	53.4	51.3	49.1	51.7	50.4	48.8	63.1	51.4	51.2	56.0	52.5	47.7	49.0	50.6	48.0	46.0	46.6
5:00-5:30	32.4	32.7	32.0	30.1	31.1	29.3	45.3	44.4	41.0	34.6	34.2	33.0	27.5	28.2	28.2	29.1	31.2	31.6
5:30-6:00	34.6	31.2	31.9	32.0	29.3	27.8	52.9	48.0	51.4	35.8	32.6	33.1	32.1	25.2	29.5	31.4	31.2	28.7
No viewing	24.9	24.1	24.2	25.9	25.9	27.1	21.2	12.4	13.9	24.0	22.3	22.8	21.8	28.2	26.9	31.8	28.0	27.6
6:00-Midnight	1612	2142	1217	1300	1757	960	165	218	167	1110	1437	878	258	366	155	220	308	172
6:00-6:30	48.1	45.4	46.3	46.5	44.3	44.4	57.0	56.4	55.7	47.2	45.7	44.9	46.9	42.9	49.7	54.5	46.1	51.2
6:30-7:00	58.8	62.0	61.5	58.8	61.4	60.4	58.2	66.1	62.9	57.2	62.2	60.7	58.1	60.4	62.6	67.7	61.7	64.5
7:00-7:30	64.0	67.5	64.9	64.0	66.9	64.2	61.2	69.3	65.3	62.1	66.8	64.7	64.7	68.6	61.9	73.6	68.8	69.2
7:30-8:00	63.8	63.9	63.7	63.5	63.5	64.0	60.0	63.8	57.5	63.2	64.0	64.0	62.4	62.6	60.0	70.5	65.3	65.7
8:00-8:30	57.8	60.3	61.6	57.3	59.6	61.5	57.6	62.8	61.1	57.5	60.6	61.0	60.1	57.9	61.3	57.7	60.4	66.3
8:30-9:00	54.2	59.6	62.5	53.8	59.1	62.5	54.5	61.0	61.1	54.1	59.6	61.6	58.5	57.9	64.5	50.9	60.7	66.9
9:00-9:30	43.5	49.4	53.0	41.8	48.7	51.8	52.1	51.8	53.9	43.5	49.8	52.5	43.4	49.2	54.8	45.0	46.4	54.1
9:30-10:00	38.3	43.5	49.0	37.2	42.4	47.7	48.5	50.9	50.9	38.9	44.0	49.4	36.0	44.3	51.0	38.6	39.0	44.8
10:00-10:30	14.3	15.1	20.6	12.5	12.9	18.0	29.1	28.0	29.9	15.0	15.3	20.0	11.6	16.7	25.2	14.5	11.7	19.8
10:30-11:00	6.7	7.0	10.4	5.6	5.7	8.2	12.7	15.6	19.8	7.5	6.9	10.0	5.0	7.7	11.6	5.5	6.2	10.5
11:00-11:30	3.5	4.0	6.5	2.8	3.1	4.3	6.7	9.6	15.6	3.9	4.1	7.1	3.1	3.0	5.8	2.3	3.9	3.5
11:30-12:00	2.4	2.7	4.2	2.0	2.2	2.7	4.8	6.9	11.4	3.0	3.1	4.7	1.6	1.4	3.9	0.5	1.9	1.2
No viewing	11.5	9.5	9.6	11.5	10.0	10.2	11.5	6.0	7.8	11.6	9.6	9.8	11.2	10.1	11.0	10.0	9.1	5.8
Avg. No. of ½-hr Periods*																		
3:30-6:00	2.00	2.09	2.08	1.95	2.03	2.00	2.19	2.47	2.34	1.99	2.10	2.09	2.13	2.12	2.18	1.96	2.02	2.00
6:00-12:00	4.55	4.80	5.04	4.46	4.70	4.90	5.02	5.42	5.45	4.53	4.82	5.01	4.52	4.72	5.12	4.81	4.72	5.17

---

* Average for each day/part is based on the number of respondents, including those who did not report any viewing.

Differences by grade level. Data in Table 12 indicate that only among fourth grade children did the availability of multiple sets appear to have an effect in the afternoon. From 4:00 to 6:00, the percentages of children viewing in homes with multiple sets were slightly higher than those of children in single-set homes, but the differences were not great for any half-hour period.

In the evenings, however, the effect of multiple sets in the home was more noticeable. Among the fourth and fifth graders, proportionately more from multiple-set homes reported viewing from 6:00 to 10:00 during each half-hour period. In most instances during that time block, the trends tended to be linear--the greater the number of sets, the greater the percentage viewing, although the differences were not always great.

In the middle (sixth and seventh) grades, no "trends" as such were identifiable. However, from 8:00 to midnight greater incidence of viewing was reported by those in multiple-set homes.

In the upper grades (eighth and ninth) differences attributable to multiple-set availability generally were not great, and those that did occur were noted after 10:00. In the case of the eighth graders, the differences appeared to be "trends"--the greater the number of sets, the higher the incidence of viewing. In the ninth grade, only those in homes with three or more sets reported proportionately more viewing after 10:00.

Table 12

EFFECTS OF THE NUMBER OF SETS IN THE HOME ON STUDENTS' VIEWING IN LATE AFTERNOONS AND EVENINGS BEFORE SCHOOL DAYS--BY GRADE LEVEL OF STUDENT

	4th Grade			5th Grade			6th Grade			7th Grade			8th Grade			9th Grade		
	No. of sets			No. of sets			No. of sets			No. of sets			No. of sets			No. of sets		
	1	2	3+	1	2	3+	1	2	3+	1	2	3+	1	2	3+	1	2	3+
Reports by	329	345	136	260	362	163	324	354	189	251	348	233	253	358	250	223	390	261
3:30-6:00 pm																		
3:30-4:00	23.1%	31.3%	16.9%	26.5%	25.7%	28.2%	24.1%	24.6%	24.3%	47.8%	57.5%	61.4%	46.6%	46.1%	46.4%	39.0%	43.6%	46.0%
4:00-4:30	46.2	55.1	55.9	50.4	51.1	49.7	49.1	55.6	47.6	51.8	57.2	58.4	56.1	50.8	53.6	43.9	50.5	49.8
4:30-5:00	48.0	55.7	55.9	52.7	57.2	63.8	55.9	60.7	56.1	45.4	52.9	48.5	48.6	50.0	50.4	46.2	45.1	41.1
5:00-5:30	35.0	37.7	41.2	39.6	35.6	42.9	34.6	37.3	35.4	23.9	33.0	32.6	30.4	24.9	23.2	29.1	28.5	26.1
5:30-6:00	42.2	44.9	43.4	41.9	34.3	38.0	38.6	34.2	38.6	27.9	27.9	33.0	25.3	22.3	24.8	27.4	24.9	23.0
No viewing	19.1	18.8	14.0	18.8	20.2	17.8	25.0	21.8	25.4	29.9	23.0	20.6	27.3	28.8	28.4	32.3	31.0	31.8
6:00-Midnight	323	343	133	254	357	159	316	345	188	249	351	231	247	359	245	233	386	260
6:00-6:30	57.3	57.7	65.4	53.5	53.8	56.0	50.6	50.1	50.0	42.6	37.6	44.2	39.3	42.9	41.6	41.3	32.1	34.6
6:30-7:00	59.1	65.9	69.9	65.4	71.4	71.7	60.4	70.7	67.6	57.0	56.1	61.5	56.3	59.1	58.8	53.4	50.0	49.2
7:00-7:30	61.9	68.5	73.7	68.1	71.4	74.2	66.1	77.4	67.0	61.4	65.2	63.2	63.2	65.7	60.8	62.8	57.5	58.8
7:30-8:00	61.0	65.3	71.4	65.7	69.5	72.3	69.0	75.4	67.0	59.0	61.0	61.9	63.6	61.6	59.6	63.7	52.3	57.7
8:00-8:30	51.4	56.6	68.4	58.3	59.9	64.2	61.4	68.4	64.4	57.8	61.5	59.7	59.5	58.8	58.0	59.2	56.7	60.0
8:30-9:00	44.9	51.0	63.2	54.7	59.7	63.5	55.4	69.0	65.4	53.8	62.4	61.9	59.9	59.3	62.4	59.2	56.7	60.4
9:00-9:30	29.7	32.9	45.9	38.2	44.5	51.6	46.5	55.4	53.7	45.4	51.0	50.6	55.1	55.7	60.8	50.7	56.2	51.9
9:30-10:00	23.8	24.2	33.1	33.5	39.2	48.4	38.9	49.0	48.4	37.3	46.7	48.1	53.0	49.3	59.2	48.4	51.6	49.2
10:00-10:30	12.4	10.5	18.8	10.2	11.2	17.6	13.3	15.7	18.6	16.1	13.1	18.6	14.6	16.4	24.9	21.1	22.5	22.7
10:30-11:00	6.5	5.0	8.3	3.1	5.3	7.5	5.7	6.1	8.0	6.8	5.1	6.1	7.7	9.2	14.3	11.2	10.9	15.0
11:00-11:30	3.7	2.3	6.0	2.8	3.4	7.5	2.8	4.1	4.3	1.6	3.1	3.0	4.0	5.3	6.9	6.3	5.4	10.4
11:30-12:00	2.8	2.0	3.8	0.8	3.1	5.7	2.2	2.3	3.2	0.8	2.0	2.2	2.8	2.5	3.7	4.9	4.1	6.2
No viewing	10.5	8.7	6.0	10.6	8.7	6.9	9.2	5.2	10.1	6.0	7.7	10.0	13.4	9.5	9.8	12.1	13.7	13.1
Avg. No. of ½-hr Periods*																		
3:30-6:00	1.95	2.25	2.13	2.11	2.04	2.23	2.02	2.12	2.02	1.97	2.28	2.34	2.07	1.94	1.98	1.86	1.93	1.86
6:00-12:00	4.15	4.42	5.28	4.54	4.92	5.40	4.73	5.44	5.18	4.40	4.65	4.81	4.79	4.86	5.11	4.82	4.56	4.76

---

* Average for each day/part is based on the number of respondents, including those who did not report any viewing.

CHAPTER IV

STUDENTS' REPORTS OF TIMES IN THE EVENING WHEN THEY MUST STOP WATCHING TELEVISION

In question #9 on the questionnaire, students were asked if they were "usually required to stop watching television at any special time" on nights before school days. If the answer was "yes," they were further asked to "check" the hour or half-hour that was the closest to that time. Similar questions were asked about nights before non-school days, e.g., Friday and Saturday nights. (See page 1 of the questionnaire in Appendix C.)

It must be remembered that these questions solicited the students' perceptions of the guidance received at home with respect to the times beyond which they are usually required to cease viewing television. In Chapter VII, these perceptions will be compared with parental reports.

The data presented in this chapter do not provide the reasons or bases for the requirements to cease viewing television at a specified time. Such might include the need or requirement for study, "homework," sleep, family activities in the home, types of programs available after the "family viewing period," etc.

To avoid overly repetitious use of the lengthy phrase, "the time beyond which students are not permitted to view television," a shorter term, "cutoff time" will be substituted therefor. I could have opted for "sign off," but the latter frequently has a specific broadcasting connotation, i.e., the time when stations cease transmissions.

Reports of All Respondents

Cutoff times on nights before school days. By the half-hour from 6:00 P.M. to midnight, Table 13 analyzes the cutoff times reported by all respondents. The four times most frequently specified were 10:00, 9:00, 10:30, and 9:30--in that order--all of which, of course, occur after the end of the "family viewing period" (8:00 P.M. in the Central time zone). In fact, less than one per cent reported any limitation before the end of that period.

To assist the reader, a cumulative percentage column has been added for each response category. To illustrate, consider the 10:00 P.M. cutoff time, the cumulative percentage for which is 69.5%. This means that by including that cutoff time slightly over 30% of the students still had not reported any limitations on their times of viewing. By midnight or later there were still 15.3%, or slightly less than one of seven, who reported no time restrictions.

Table 13

TIME OF THE EVENING BEYOND WHICH STUDENTS ARE NOT PERMITTED TO VIEW TELEVISION

(As reported by students in the fourth through the ninth grades)

Before School Days	Percentages reporting times they must stop watching television--by grade level of the student													
	All Students*		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade		Ninth Grade	
	(5064)		(823)		(784)		(862)		(840)		(866)		(887)	
Must stop at:	%	Cum %	%	Cum %	%	Cum %	%	Cum %	%	Cum %	%	Cum %	%	Cum %
6:00......	0.2	0.2	0.4	0.4	0.1	0.1	0.3	0.3	0.2	0.2	-	-	0.2	0.2
6:30......	0.1	0.3	0.5	0.9	0.1	0.2	0.1	0.4	-	0.2	-	-	-	0.2
7:00......	0.2	0.5	0.6	1.5	0.6	0.8	0.2	0.6	-	0.2	-	-	-	0.2
7:30......	0.3	0.8	0.9	2.4	0.3	1.1	0.2	0.8	0.2	0.4	-	-	-	0.2
8:00......	2.8	3.6	7.4	9.8	4.0	5.1	2.7	3.5	1.4	1.8	1.4	1.4	0.2	0.4
8:30......	5.8	9.4	15.8	25.6	9.1	14.2	5.3	8.8	3.0	4.8	1.5	2.9	0.9	1.3
9:00......	18.9	28.3	29.9	55.5	28.3	42.5	24.5	33.3	16.8	21.6	10.6	13.5	5.1	6.4
9:30......	8.6	36.9	10.3	65.8	10.7	53.2	10.0	43.3	11.9	33.5	5.1	18.6	4.2	10.6
10:00......	32.6	69.5	17.7	83.5	27.4	80.6	34.5	77.8	37.7	71.2	42.3	60.9	34.6	45.2
10:30......	9.9	79.4	4.4	87.9	6.6	87.2	7.4	85.2	9.5	80.7	14.3	75.2	16.6	61.8
11:00......	2.7	82.1	1.5	89.4	1.5	88.7	1.3	86.5	2.0	82.7	4.0	79.2	5.9	67.7
11:30......	1.5	83.6	1.9	91.3	0.5	89.2	1.3	87.8	1.8	84.5	1.6	80.8	1.6	69.3
12:00+.....	1.1	84.7	0.6	91.9	1.4	90.6	1.0	88.8	0.7	85.2	1.3	82.1	1.6	70.9
No limitation	15.3	100.0	8.1	100.0	9.3	99.9	11.0	99.8	14.6	99.8	17.9	100.0	29.2	100.1
Before Non-School Days	(5082)		(812)		(787)		(872)		(849)		(866)		(895)	
Must stop at:														
6:00......	0.2	0.2	0.6	0.6	0.3	0.3	0.1	0.1	0.2	0.2	-	-	0.1	0.1
6:30......	0.1	0.3	0.4	1.0	0.1	0.4	0.1	0.2	-	0.2	0.1	0.1	-	0.1
7:00......	0.1	0.4	0.2	1.2	0.1	0.5	-	0.2	-	0.2	0.2	0.3	-	0.1
7:30......	0.1	0.5	0.1	1.3	-	0.5	0	0.2	0.4	0.6	-	0.3	-	0.1
8:00......	0.5	1.0	1.6	2.9	0.8	1.3	0.8	1.0	0.1	0.7	-	0.3	-	0.1
8:30......	0.9	1.9	2.1	5.0	1.1	2.4	1.4	2.4	0.6	1.3	0.2	0.5	0.1	0.2
9:00......	2.3	4.2	5.9	10.9	3.3	5.7	2.1	4.5	1.9	3.2	0.3	0.8	0.4	0.6
9:30......	1.1	5.3	2.1	13.0	2.2	7.9	1.5	6.0	0.6	3.8	0.3	1.1	0.1	0.7
10:00......	6.0	11.3	9.1	22.1	8.4	16.3	9.4	15.4	4.8	8.6	2.5	3.6	2.2	2.9
10:30......	2.4	13.7	2.6	24.7	4.2	20.5	2.5	17.9	2.7	11.3	1.5	5.1	1.0	3.9
11:00......	1.8	15.5	2.8	27.5	2.7	23.2	2.4	20.3	1.1	12.4	1.0	6.1	1.2	5.1
11:30......	2.2	17.7	4.2	31.7	1.8	25.0	3.0	23.3	2.1	14.5	1.2	7.3	1.0	6.1
12:00+.....	9.3	27.0	14.8	46.5	12.1	37.1	10.2	33.5	8.4	22.9	6.4	13.7	4.9	11.0
No limitation	72.9	99.9	53.4	99.9	63.0	100.1	66.6	100.1	77.2	100.1	86.1	99.8	88.8	99.8

---

* Includes those who did not identify their grade level.

Cutoff times on nights before non-school days. As might be expected, the cumulative incidence of cutoff times was much lower throughout most of the evening than was the case for nights before school days. At 10:00, there were still nearly 90% who reported no limitations. The most frequently mentioned cutoff time was "midnight or later," 9.3% of all respondents so reporting.

Variations Attributable to Grade Levels of the Students

Table 13 also presents the percentages of students in each of the six grades who responded to the questions on cutoff times.

Cutoff times on nights before school days. For the fourth and fifth graders, 9:00 P.M. was the most frequently cited cutoff time. For the older students--those in the sixth through the ninth grades--the most frequently reported cutoff time occurred one hour later.

In the analyses of the responses by grade levels, definite trends were observable. For any given hour or half-hour from 8:00 P.M. to midnight, the higher the grade level, the lower was the cumulative percentage reporting specific cutoff times. Similarly, above the fifth grade, the higher the grade level, the greater was the percentage who reported no prescribed cutoff times. In the case of the ninth grade students, approximately three of ten reported no limitations placed on them with respect to cutoff times.

Cutoff times on nights before non-school days. Again the effects of the compound variable of grade level--reflecting both age and education--were observable on the cutoff times on nights before non-school days. The same trends noted for nights before school days occurred on nights before non-school days, although to a lesser degree. The higher the grade level, the lower was the cumulative percentage reporting cutoff times for any given hour or half-hour, and the higher was the percentage reporting no limitations.

For the fourth graders who apparently received the greatest "guidance," nearly fifteen per cent reported a cutoff time of "midnight or later," and over fifty per cent reported no limitations whatever. In the case of the older students--specifically, those in the ninth grade--nearly nine of ten reported no limitations.

Variations Attributable to the Sex of the Children

An analysis was made of the frequency of the cutoff times reported by boys and girls, based on the hypothesis that greater guidance might be provided to one of the two sexes. Table 14 reports the results of that analysis.

Table 14

EFFECTS OF GRADE LEVEL AND SEX UPON TIMES OF THE EVENING BEYOND WHICH STUDENTS ARE NOT PERMITTED TO VIEW TELEVISION

Before School Days	Percentages reporting times they must stop watching television--by grade level and sex of the student											
	4th-5th Grades				6th-7th Grades				8th-9th Grades			
	Boys (821)		Girls (784)		Boys (837)		Girls (855)		Boys (885)		Girls (852)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.4	0.4	0.1	0.1	-	-	0.6	0.6	-	-	0.2	0.2
6:30.....	0.6	1.0	-	0.1	-	-	0.1	0.7	-	-	-	0.2
7:00.....	0.7	1.7	0.5	0.6	0.1	0.1	0.1	0.8	-	-	-	0.2
7:30.....	0.5	2.2	0.6	1.2	0.2	0.3	0.2	1.0	-	-	-	0.2
8:00.....	4.4	6.6	7.1	8.3	2.3	2.6	1.9	2.9	0.8	0.8	0.7	0.9
8:30.....	10.6	17.2	14.5	22.8	4.4	7.0	4.0	6.9	1.2	2.0	1.1	2.0
9:00.....	27.8	45.0	30.6	53.4	19.5	26.5	21.8	28.7	8.6	10.6	6.9	8.9
9:30.....	12.3	57.3	8.7	62.1	10.0	36.5	11.8	40.5	4.2	14.8	5.0	13.9
10:00.....	21.6	78.9	23.3	85.4	36.1	72.6	36.3	76.8	36.2	51.0	40.7	54.6
10:30.....	6.9	85.8	4.0	89.4	8.5	81.1	8.4	85.2	16.6	67.6	14.3	68.9
11:00.....	1.6	87.4	1.4	90.8	2.0	83.1	1.3	86.5	5.2	72.8	4.8	73.7
11:30.....	1.2	88.6	1.0	91.8	2.0	85.1	0.9	87.4	1.9	74.7	1.3	75.0
12:00+....	1.3	89.9	0.6	92.4	1.4	86.5	0.2	87.6	1.5	76.2	1.4	76.4
No limitation	10.0	99.9	7.4	99.8	13.4	99.9	12.4	100.0	23.8	100.0	23.4	99.8
Before Non-School Days	(811)		(786)		(847)		(864)		(889)		(858)	
Must stop at:												
6:00.....	0.4	0.4	0.4	0.4	0.1	0.1	0.2	0.2	-	-	0.1	0.1
6:30.....	0.2	0.6	0.3	0.7	-	0.1	0.1	0.3	-	-	0.1	0.2
7:00.....	-	0.6	0.4	1.1	-	0.1	-	0.3	-	-	0.2	0.4
7:30.....	0.1	0.7	-	1.1	0.4	0.5	-	0.3	-	-	-	0.4
8:00.....	1.0	1.7	1.4	2.5	0.4	0.9	0.6	0.9	-	-	-	0.4
8:30.....	1.2	2.9	2.0	4.5	0.9	1.8	1.0	1.9	0.1	0.1	0.2	0.6
9:00.....	3.1	6.0	6.2	10.7	2.5	4.3	1.5	3.4	0.4	0.5	0.3	0.9
9:30.....	1.2	7.2	3.1	13.8	1.4	5.7	0.7	4.1	0.3	0.8	0.1	1.0
10:00.....	8.4	15.6	9.2	23.0	6.5	12.2	7.9	12.0	2.5	3.3	2.1	3.1
10:30.....	2.7	18.3	4.1	27.1	2.0	14.2	3.1	15.1	1.3	4.6	1.2	4.3
11:00.....	2.3	20.6	3.1	30.2	0.9	15.1	2.5	17.6	1.3	5.9	0.9	5.2
11:30.....	2.0	22.6	4.1	34.3	2.2	17.3	2.8	20.4	1.0	6.9	1.2	6.4
12:00+....	15.8	38.4	11.1	45.4	11.5	28.8	6.9	27.3	7.1	14.0	4.1	10.5
No limitation	61.4	99.8	54.8	100.2	71.1	99.9	72.6	99.9	85.8	99.8	89.4	99.9

Cutoff times on nights before school days. From 6:00 to 7:30 P.M., in the fourth and fifth grades, boys recorded a greater incidence of parental guidance on cutoff times, although differences between the sexes were not great. From 8:00 P.M. to midnight, however, the reverse was true, with a higher cumulative percentage of girls at each hour and half-hour reporting prescribed cutoff times.

In the middle grades (sixth and seventh), the pattern was similar from 9:00 P.M. on, the cumulative percentages reporting cutoff times being higher for girls.

In the upper grades (eighth and ninth), the differences between the sexes in the frequency of reporting cutoff times and in the cumulative percentages were negligible. In this group, approximately one-fourth reported no limitations whatsoever.

Cutoff times on nights before non-school days. As might be expected, the magnitude of the incidence of reported cutoff times was much lower than that for nights before school days. In the fourth and fifth grades, the cumulative percentages of cutoff times reported by girls were higher than those of boys at each hour and half-hour from 7:00 P.M. on. In the four higher grades, sixth through the ninth, differences between the sexes were negligible.

Overall, based on these student reports, it would appear that girls in the lower elementary grades generally received more guidance than boys with respect to prescribed cutoff times.

Variations Attributable to Students' Race and Residence

Variations attributable to race .

Cutoff times on nights before school days. Table 15 reveals that for all of the four listed ethnic/racial groups the most frequently reported cutoff times in the evening were the same as reported earlier for all respondents--10:00, 9:00, 10:30, and 9:30, in that order.

In terms of the cumulative percentages reporting cutoff times, from 9:00 P.M.,on the patterns for White and Spanish-Mexican students were quite similar, although for each half-hour the percentages of White children were slightly higher for each half-hour. Both groups reported significantly greater guidance/limitations than did Black students during that time span. American Indians occupied a "middle position," reporting more guidance than Blacks, but less than Whites and Spanish-Mexicans.

Nearly three of ten Black students reported no required cutoff times, a proportion approximately twice as high as that found for White and Spanish-Mexican students.

Table 15

EFFECTS OF RACE AND RESIDENCE UPON TIMES OF THE EVENING BEYOND WHICH STUDENTS ARE NOT PERMITTED TO VIEW TELEVISION

	Percentages reporting times they must stop watching TV--by race and residence															
	Race								Place of Residence							
	White (4076)		Black (580)		Spanish-Mexican (110)		American Indian (118)		Wichita (3502)		Town (789)		Country/ Non-Farm (524)		Farm (180)	
Must stop at..	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.2	0.2	0.3	0.3	-	-	-	-	0.3	0.3	0.1	0.1	0.2	0.2	-	-
6:30.....	0.1	0.3	-	0.3	-	-	-	-	0.1	0.4	-	0.1	-	0.2	0.6	0.6
7:00.....	0.1	0.4	0.5	0.8	1.8	1.8	0.8	0.8	0.3	0.7	-	0.1	0.2	0.4	-	0.6
7:30.....	0.2	0.6	-	0.8	2.7	4.5	-	0.8	0.3	1.0	0.3	0.4	0.4	0.8	-	0.6
8:00.....	2.7	3.3	2.1	2.9	6.4	10.9	2.5	3.3	2.8	3.8	2.3	2.7	2.5	3.3	3.3	3.9
8:30.....	6.0	9.3	4.7	7.6	5.5	16.4	2.5	5.8	5.8	9.6	4.6	7.3	7.1	10.4	6.1	10.0
9:00.....	20.6	29.9	10.7	18.3	12.7	29.1	14.4	20.2	17.4	27.0	22.6	29.9	22.1	32.5	21.1	31.1
9:30.....	9.1	39.0	4.7	23.0	9.1	38.2	10.2	30.4	7.9	34.9	11.3	41.2	9.2	41.7	10.0	41.1
10:00.....	33.1	72.1	29.0	52.0	33.6	71.8	28.8	59.2	32.7	67.6	32.4	73.6	33.4	75.1	33.9	75.0
10:30.....	10.3	82.4	7.9	59.9	9.1	80.9	11.0	70.2	10.6	78.2	9.4	83.0	7.4	82.5	8.3	83.3
11:00.....	2.8	85.2	2.9	62.8	1.8	82.7	1.7	71.9	2.5	80.7	3.7	86.7	2.9	85.4	3.3	86.6
11:30.....	1.0	86.2	4.0	66.8	1.8	84.5	2.5	74.4	1.5	82.2	1.4	88.1	1.5	86.9	0.6	87.2
12:00+....	0.7	86.9	3.6	70.4	-	84.5	3.4	77.8	1.3	83.5	0.8	88.9	0.6	87.5	1.1	88.3
No limitation.	13.2	100.1	29.7	100.1	15.5	100.0	22.0	99.8	16.6	100.1	11.3	100.2	12.6	100.1	11.7	100.0
Before Non-School Days	(4090)		(583)		(110)		(117)		(3509)		(791)		(530)		(182)	
Must stop at..																
6:00.....	0.1	0.1	0.5	0.5	-	-	0.9	0.9	0.2	0.2	0.3	0.3	-	-	1.1	1.1
6:30.....	0.1	0.2	0.2	0.7	-	-	0.9	1.8	0.1	0.3	-	0.3	0.4	0.4	-	1.1
7:00.....	0.1	0.3	0.2	0.9	-	-	-	1.8	0.1	0.4	0.3	0.6	-	0.4	-	1.1
7:30.....	-	0.3	-	0.9	0.9	0.9	-	1.8	0.1	0.5	-	0.6	0.2	0.6	-	1.1
8:00.....	0.5	0.8	0.3	1.2	2.7	3.6	-	1.8	0.5	1.0	1.0	1.6	0.4	1.0	-	1.1
8:30.....	0.9	1.7	1.2	2.4	-	3.6	-	1.8	1.0	2.0	0.3	1.9	1.1	2.1	0.5	1.6
9:00.....	2.3	4.0	2.2	4.6	0.9	4.5	2.6	4.4	2.0	4.0	2.5	4.4	2.6	4.7	4.4	6.0
9:30.....	1.3	5.3	0.5	5.1	-	4.5	-	4.4	1.0	5.0	1.5	5.9	1.5	6.2	0.5	6.5
10:00.....	6.5	11.8	3.6	8.7	6.4	10.9	3.4	7.8	5.4	10.4	7.2	13.1	6.8	13.0	8.8	15.3
10:30.....	2.6	14.4	0.9	9.6	-	10.9	6.0	13.8	2.1	12.5	2.1	15.2	4.0	17.0	4.9	20.2
11:00.....	2.0	16.4	1.0	10.6	1.8	12.7	1.7	15.5	1.7	14.2	2.1	17.3	2.8	19.8	2.2	22.4
11:30.....	2.1	18.5	3.1	13.7	0.9	13.6	0.9	16.4	2.1	16.3	2.8	20.1	2.1	21.9	1.1	23.5
12:00+....	8.4	26.9	13.2	26.9	9.1	22.7	13.7	30.1	10.0	26.3	7.7	27.8	8.1	30.0	8.2	31.7
No limitation.	73.2	100.1	73.1	100.0	77.3	100.0	70.1	100.2	73.9	100.2	72.2	100.0	70.0	100.0	68.1	99.8

Cutoff times on nights before non-school days. After 8:00 P.M., the differences among the four ethnic/racial groups in specified cutoff times and in cumulative percentages reporting limitations were not nearly as noticeable as they were on nights before school days. From 10:00 to 11:30 P.M., American Indians reported higher cumulative incidence of limitations than did Blacks or Spanish-Mexicans. During the same time span, however, differences between White and American Indian students were negligible.

The percentages reporting no limitations whatsoever were essentially equal (70% to 73%) among White, Black, and American Indian students; for the Spanish-Mexican students, the percentage so reporting was slightly higher (77%).

Variations attributable to place of residence.

Cutoff times on nights before school days. Table 15 reveals no trends, as such, in viewing limitations that might be attributable to varying "degrees of urbanization" of the respondents. After 8:30 P.M. when the cumulative percentages begin to be of two-digit magnitude, the students outside Wichita generally reported higher cumulative incidence of cutoff times than did the Wichita residents. During the same time span, the differences among the three non-Wichita residence categories were negligible.

Cutoff times on nights before non-school days. For each half-hour after 10:00 P.M., slight trends were noted in the cumulative incidence of cutoff times--the higher the degree of urbanization (from farm--to country/non-farm--to towns--to Wichita), the lower were the cumulative percentages reporting prescribed cutoff times. In contrast, the lower the degree of urbanization, the lower was the percentage of those who reported no limitations whatsoever.

Variations Attributable to the Number of Sets in the Home

Analyses were made of the possible effects that the number of sets in the home might have on the times of the evening at which children are usually required to stop watching television. The rationale for this investigation was that in multiple-set homes parents might have greater difficulty in monitoring the viewing of their children, and therefore might experience some "futility" in prescribing cutoff times. In the subsection below, with supporting tables of data, analyses will be made of the effects of multiple-set availability on cutoff times reported by all students, and by subsamples reflecting the race, grade level, and urban-rural residence of the students.

Effects of multiple-set availability on all respondents.

Cutoff times on nights before school days. Table 16 analyzes the cutoff times reported by students in homes with one, two, or three or more sets.

Table 16

EFFECTS OF THE NUMBER OF SETS IN THE HOME ON TIMES BEYOND WHICH STUDENTS ARE NOT PERMITTED TO WATCH TELEVISION--BY RACE OF STUDENTS

Before School Days	All Students						White Students						Black Students					
	1 set		2 sets		3+ sets		1 set		2 sets		3+ sets		1 set		2 sets		3+ sets	
	1621		2150		1221		1304		1759		967		167		226		172	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.3	0.3	0.1	0.1	0.2	0.2	0.3	0.3	0.1	0.1	0.2	0.2	0.6	0.6	-	-	-	-
6:30.....	0.1	0.4	0.1	0.2	0.1	0.3	0.1	0.4	0.2	0.3	-	0.2	-	0.6	-	-	-	-
7:00.....	0.2	0.6	0.2	0.4	0.2	0.5	0.2	0.6	0.1	0.4	0.1	0.3	0.6	1.2	0.4	0.4	0.6	0.6
7:30.....	0.4	1.0	0.2	0.6	0.2	0.7	0.2	0.8	0.2	0.6	0.3	0.6	-	1.2	-	0.4	-	0.6
8:00.....	4.0	5.0	2.8	3.4	0.9	1.6	4.2	5.0	2.6	3.2	0.6	1.2	2.4	3.6	2.7	3.1	1.2	1.8
8:30.....	8.0	13.0	5.5	8.9	3.4	5.0	8.6	13.6	5.5	8.7	3.5	4.7	3.6	7.2	5.8	8.9	4.1	5.9
9:00.....	20.7	33.7	19.3	28.2	15.8	20.8	21.9	35.5	21.2	29.9	18.1	22.8	13.8	21.0	9.7	18.6	8.7	14.6
9:30.....	9.0	42.7	9.3	37.5	7.1	27.9	9.3	44.8	9.7	39.6	8.1	30.9	4.8	25.8	5.3	23.9	2.9	17.5
10:00.....	32.0	74.7	33.1	70.6	32.3	60.2	32.0	76.8	33.8	73.4	33.1	64.0	32.9	58.7	30.0	53.9	23.8	41.3
10:30.....	8.2	82.9	9.8	80.4	12.6	72.8	8.4	85.2	10.1	83.5	13.2	77.2	7.2	65.9	8.0	61.9	8.7	50.0
11:00.....	2.5	85.4	2.7	83.1	3.4	76.2	2.5	87.7	2.7	86.2	3.3	80.5	3.0	68.9	2.2	64.1	4.1	54.1
11:30.....	1.0	86.4	1.6	84.7	1.6	77.8	0.9	88.6	1.0	87.2	1.0	81.5	3.0	71.9	4.0	68.1	4.7	58.8
12:00+....	0.9	87.3	1.0	85.7	1.6	79.4	0.5	89.1	0.7	87.9	0.8	82.3	1.8	73.7	3.1	71.2	6.4	65.2
No limitation	12.6	99.9	14.2	99.9	20.4	99.8	10.9	100.0	12.2	100.1	17.6	99.9	26.3	100.0	28.8	100.0	34.9	100.1
Before Non-School Days	1631		2155		1226		1311		1763		966		170		228		171	
Must stop at:																		
6:00.....	0.4	0.4	0.1	0.1	0.1	0.1	0.3	0.3	0.1	0.1	-	-	0.6	0.6	0.4	0.4	0.6	0.6
6:30.....	0.3	0.7	-	0.1	-	0.1	0.2	0.5	0.1	0.2	-	-	0.6	1.2	-	0.4	-	0.6
7:00.....	0.2	0.9	-	0.1	0.1	0.2	0.2	0.7	0.1	0.3	-	-	-	1.2	-	0.4	0.6	1.2
7:30.....	0.1	1.0	0.1	0.2	-	0.2	-	0.7	0.1	0.4	-	-	-	1.2	-	0.4	-	1.2
8:00.....	-.9	1.9	0.4	0.6	0.2	0.4	0.7	1.4	0.5	0.9	0.2	0.2	0.6	1.8	-	0.4	0.6	1.8
8:30.....	1.3	3.2	0.8	1.4	0.5	0.9	1.3	2.7	0.9	1.8	0.3	0.5	1.8	3.6	0.4	0.8	1.2	3.0
9:00.....	2.8	6.0	2.2	3.6	1.9	2.8	3.0	5.7	2.2	4.0	1.6	2.1	1.8	5.4	2.2	3.0	2.9	5.9
9:30.....	1.3	7.3	1.2	4.8	0.7	3.5	1.5	7.2	1.4	5.4	0.8	2.9	-	5.4	0.9	3.9	0.6	6.5
10:00.....	7.4	14.7	5.7	10.5	4.8	8.3	7.8	15.0	6.3	11.7	5.3	8.2	5.9	11.3	1.3	5.2	4.1	10.6
10:30.....	2.5	17.2	2.3	12.8	2.3	10.6	2.5	17.5	2.7	14.4	2.5	10.7	1.2	12.5	0.9	6.1	0.6	11.2
11:00.....	2.3	19.5	1.5	14.3	1.7	12.3	2.4	19.9	1.7	16.1	1.9	12.6	1.2	13.7	0.4	6.5	1.2	12.4
11:30.....	2.1	21.6	2.2	16.5	2.0	14.3	2.1	22.0	2.2	18.3	1.8	14.4	3.5	17.2	2.2	8.7	2.9	15.3
12:00+....	9.8	31.4	9.0	25.5	9.3	23.6	9.6	31.6	7.8	26.1	7.9	22.3	10.0	27.2	15.4	24.1	12.9	28.2
No limitation	68.6	100.0	74.3	99.8	76.7	100.3	68.3	99.9	74.1	100.2	77.8	100.1	72.9	100.1	75.9	100.0	71.9	100.1

On nights before school days, 10:00 P.M. was the most frequently reported cutoff time, with about one-third of the respondents in each of the set-categories identifying that time. The second most frequently mentioned time was 9:00 P.M. for all three categories, the percentage so reporting being lower for children in homes with three or more sets.

Until 7:30 P.M., the cumulative incidence of cutoff times in each of the three categories did not exceed 1.0%, the latter figure reflecting students in single-set homes. For each half-hour beginning at 8:00 P.M., there appeared to be a definite trend--the greater the number of sets in the home, the lower was the cumulative percentage reporting cutoff times. In the later hours of the evening after 10:00 P.M., however, the differences between single-set and two-set homes were not great.

The difference between single-set and two-set homes in the percentages reporting no limitations was not significant. In homes with three or more sets, the difference was significant, one of five students reporting no limitations (cutoff times) whatsoever.

Cutoff times on nights before non-school days. Although the relative magnitude of the cumulative incidence of cutoff times was much lower than on nights before school, the same general trend was observed from 8:00 P.M. to midnight--the greater the number of sets, the lower was the cumulative percentage recording some limitations. The differences were greater between single-set and two-set homes than between the latter and those with three or more sets. Slightly over three-fourths of the students in homes with three or more sets reported no limitations placed on the times they could view in the evenings before non-school days.

Variations attributable to the race of the students.

Table 16 also compares White and Black children in the effects of multiple-set availability on cutoff times. The subsamples of Spanish-Mexicans (112) and American Indians (121) were too small to provide analyses of high statistical reliability for these two ethnic/racial groups.

Cutoff times on nights before school days. For both White and Black children the cutoff pattern was similar. From 8:00 P.M. to midnight, (with one exception--8:30 P.M. for Blacks) the greater the number of sets, the lower were the cumulative percentages reporting cutoff times. For both races, the difference between single-set and two-set homes were not great after 10:00 P.M.

While the pattern was similar for both races, cumulative percentages reporting limitations on viewing were significantly higher in White homes for each hour and half-hour in each set-category from 9:00 P.M. to midnight.

In each set-category, the percentages of Black students reporting no limitations were approximately twice as high as those of White students. Slightly over one-third of Black children in homes with three or more sets reported no limitations.

Cutoff times on nights before non-school days. In both single-set and two-set categories, White students reported greater cumulative percentages of cutoff times than did Black students from 9:30 P.M. to midnight. However, in homes with three or more sets, Black students recorded higher cumulative percentages of cutoff times for each hour and half-hour throughout the evening, with one minor exception--the hour of 11:00 P.M.

The differences between the races in the percentages who reported no limitations were not great in any of the three set-categories.

Variations attributable to students' grade level.

Cutoff times on nights before school days. Table 17 analyzes the effects of multiple-set availability in comparisons of elementary school children (in the fourth through the sixth grades) with those in junior high school (seventh through the ninth grades). From 7:00 P.M. to midnight, the junior high students reported much lower cumulative percentages of cutoff times than did the younger grade schoolers in each of the three set-categories. The percentages of junior high students who reported no limitations whatsoever on their viewing were about twice as great as those of the grade schoolers in single- and two-set homes, and two and one-half times as great in homes with three or more sets. Slightly over one-fourth of the junior high students in homes with three or more sets reported no limitations (cutoff times) on their viewing.

Cutoff times on nights before non-school days. The comparative differences between grade schoolers and junior high students were even greater in the cumulative percentages recording cutoff times for each hour and half-hour from 8:00 P.M. to midnight in each set-category on nights before non-school days.

In each of the two grade-level categories, the effects of multiple-set availability were not great. In fact, in both categories, the differences between two-set homes and those with three or more sets were negligible in the percentages reporting no limitations whatsoever.

Variations attributable to residence of the students.

In Table 18, an analysis is presented of the effects of varying degrees of urbanization upon differences reported in limitations placed upon viewing in single- and multiple-set homes. Three residence categories are provided in Table 18 --"Wichita," "towns," and "country/farm."

Table 17

EFFECTS OF THE NUMBER OF SETS IN THE HOME ON TIMES BEYOND WHICH STUDENTS ARE NOT PERMITTED TO WATCH TELEVISION--BY GRADE LEVEL OF STUDENTS

	Percentages reporting times they must stop watching television--by no. of sets & grade level											
	4th-6th Grades						7th-9th Grades					
	1 set (904)		2 sets (1044)		3+ sets (483)		1 set (717)		2 sets (1105)		3+ sets (737)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.3	0.3	-	-	0.6	0.6	0.3	0.3	0.2	0.2	-	-
6:30.....	0.1	0.4	0.3	0.3	0.2	0.8	-	0.3	-	0.2	-	-
7:00.....	0.4	0.8	0.5	0.8	0.6	1.4	-	0.3	-	0.2	-	-
7:30.....	0.6	1.4	0.3	1.1	0.6	2.0	0.1	0.4	0.1	0.3	-	-
8:00.....	6.3	7.7	4.6	5.7	1.2	3.2	1.1	1.5	1.2	1.5	0.7	0.7
8:30.....	12.4	20.1	9.7	15.4	6.4	9.6	2.5	4.0	1.5	3.0	1.5	2.2
9:00.....	26.4	46.5	28.6	44.0	27.1	36.7	13.5	17.5	10.6	13.6	8.4	10.6
9:30.....	10.1	56.6	10.7	54.7	10.1	46.8	7.7	25.2	8.0	21.6	5.0	15.6
10:00.....	25.8	82.4	26.0	80.7	29.4	76.2	39.9	65.1	39.7	61.3	34.2	49.8
10:30.....	6.0	88.4	5.8	86.5	7.7	83.9	11.0	76.1	13.5	74.8	15.9	65.7
11:00.....	1.2	89.6	1.5	88.0	1.7	85.6	4.0	80.1	3.7	78.5	4.6	70.3
11:30.....	0.7	90.3	1.6	89.6	1.7	87.3	1.7	81.6	1.6	80.1	1.6	71.9
12:00+....	0.7	91.0	1.0	90.6	1.9	89.2	1.3	82.9	1.1	81.2	1.4	73.3
No limitation	9.1	100.1	9.4	100.0	10.8	100.0	17.0	99.9	18.8	100.0	26.7	100.0
Before Non-School Days	(911)		(1048)		(476)		(720)		(1107)		(749)	
Must stop at:												
6:00.....	0.7	0.7	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.2	-	-
6:30.....	0.4	1.1	0.1	0.2	-	0.2	0.1	0.2	-	0.2	-	-
7:00.....	0.2	1.3	0.1	0.3	-	0.2	0.1	0.3	-	0.2	0.1	0.1
7:30.....	-	1.3	0.1	0.4	-	0.2	0.1	0.4	0.2	0.4	-	0.1
8:00.....	1.6	2.9	0.9	1.3	0.4	0.6	-	0.4	-	0.4	0.1	0.2
8:30.....	2.1	5.0	1.3	2.6	0.8	1.4	0.3	0.7	0.3	0.7	0.3	0.5
9:00.....	3.7	8.7	3.9	6.5	3.2	4.6	1.5	2.2	0.6	1.3	0.7	1.2
9:30.....	2.0	10.7	2.0	8.5	1.7	6.3	0.4	2.6	0.5	1.8	0.1	1.3
10:00.....	10.1	20.8	8.6	17.1	8.0	14.3	4.0	6.6	3.0	4.8	2.8	4.1
10:30.....	3.0	23.8	2.7	19.8	4.0	18.3	1.9	8.5	2.0	6.8	1.2	5.3
11:00.....	2.4	26.2	2.3	22.1	3.4	21.7	2.1	10.6	0.8	7.6	0.7	6.0
11:30.....	2.6	28.8	3.1	25.2	2.9	24.6	1.5	12.1	1.4	9.0	1.3	7.3
12:00+....	12.7	41.5	11.7	36.9	12.6	37.2	6.1	18.2	6.3	15.3	7.1	14.4
No limitation	58.4	99.9	63.1	100.0	62.8	100.0	81.5	99.7	84.8	100.1	85.6	100.0

Table 18

EFFECTS OF THE NUMBER OF SETS IN THE HOME ON TIMES BEYOND WHICH STUDENTS ARE NOT PERMITTED TO WATCH TELEVISION--BY RESIDENCE OF STUDENTS

	Residence in Wichita						Residence-in Towns						Residence in Country or on Farms					
	1 set		2 sets		3+ sets		1 set		2 sets		3+ sets		1 set		2 sets		3+ sets	
	1117		1450		882		258		366		156		221		304		171	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.3	0.3	0.1	0.1	0.3	0.3	0.4	0.4	-	-	-	-	0.5	0.5	-	-	-	-
6:30.....	0.1	0.4	0.1	0.2	0.1	0.4	-	0.4	-	-	-	-	-	0.5	-	-	-	-
7:00.....	0.4	0.8	0.3	0.5	0.3	0.7	-	0.4	-	-	-	-	-	0.5	0.3	0.3	-	-
7:30.....	0.4	1.2	0.2	0.7	0.2	0.9	0.8	1.2	-	-	-	-	-	0.5	0.3	0.6	-	-
8:00.....	4.0	5.2	3.0	3.7	0.9	1.8	3.1	4.3	1.9	1.9	1.3	1.3	4.1	4.6	3.0	3.6	0.6	0.6
8:30.....	8.0	13.2	5.9	9.6	3.2	5.0	5.4	9.7	4.6	6.5	2.6	3.9	10.9	15.5	4.9	8.5	5.3	5.9
9:00.....	19.2	32.4	17.3	26.9	15.1	20.1	27.1	6.8	22.4	28.9	16.0	19.9	20.4	35.9	24.3	32.8	19.9	25.8
9:30.....	8.0	40.4	8.6	35.5	6.7	26.8	12.8	49.6	12.0	40.9	7.7	27.6	9.5	45.4	9.5	42.3	9.4	35.2
10:00.....	32.6	73.0	33.4	68.9	31.5	58.3	31.0	80.6	29.8	70.7	41.0	68.6	32.1	77.5	36.8	79.1	29.2	64.4
10:30.....	8.8	81.8	10.4	79.3	13.3	71.6	7.8	88.4	9.8	80.5	10.9	79.5	6.8	84.3	6.6	85.7	11.1	75.5
11:00.....	2.7	84.5	2.1	81.4	3.1	74.7	1.6	90.0	4.6	85.1	5.1	84.6	2.7	87.0	2.6	88.3	4.1	79.6
11:30.....	1.1	85.6	1.7	83.1	1.5	76.2	0.8	90.8	1.6	86.7	1.9	86.5	1.4	88.4	1.0	89.3	1.8	81.4
12:00+....	1.2	86.8	1.0	84.1	1.8	78.0	-	90.8	1.4	88.1	0.6	87.1	0.9	89.3	0.7	90.0	0.6	82.0
No limitation	13.5	100.3	15.9	100.0	22.0	100.0	9.3	100.1	11.7	99.8	12.8	99.9	10.9	100.2	9.9	99.9	17.5	99.5
Before Non-School Days	1123		1499		886		262		363		157		221		312		171	
Must stop at:																		
6:00.....	0.3	0.3	0.2	0.2	0.1	0.1	0.8	0.8	-	-	-	-	0.9	0.9	-	-	-	-
6:30.....	0.4	0.7	-	0.2	-	0.1	-	0.8	-	-	-	-	0.5	1.4	0.3	0.3	-	-
7:00.....	0.2	0.9	0.1	0.3	-	0.1	0.4	1.2	-	-	0.6	0.6	-	1.4	-	0.3	-	-
7:30.....	0.1	1.0	0.1	0.4	-	0.1	-	1.2	-	-	-	0.6	-	1.4	0.3	0.6	-	-
8:00.....	1.1	2.1	0.1	0.5	0.3	0.4	0.8	2.0	1.7	1.7	-	0.6	0.5	1.9	0.3	0.9	-	-
8:30.....	1.5	3.6	0.9	1.4	0.6	1.0	-	2.0	0.3	2.0	-	0.6	1.4	3.3	1.0	1.9	0.6	0.6
9:00.....	2.0	5.6	1.9	3.3	1.8	2.8	3.8	5.8	2.5	4.5	0.6	1.2	4.5	7.8	2.9	4.8	1.8	2.4
9:30.....	0.5	6.1	1.4	4.7	0.8	3.6	3.1	8.9	0.8	5.3	0.6	1.8	2.7	10.5	0.6	5.4	0.6	3.0
10:00.....	6.3	12.4	5.1	9.8	4.6	8.2	8.8	17.7	6.6	11.9	6.4	8.2	10.4	20.9	7.4	12.8	3.5	6.5
10:30.....	2.7	15.1	1.6	11.4	2.0	10.2	1.5	19.2	2.5	14.4	2.2	10.4	3.2	24.1	5.8	18.6	2.9	9.4
11:00.....	2.4	17.5	1.2	12.6	1.2	11.4	1.9	21.1	2.2	16.6	1.9	12.3	2.3	26.4	2.2	20.8	4.1	13.5
11:30.....	2.0	19.5	2.2	14.8	1.9	13.3	3.1	24.2	2.8	19.4	2.5	14.8	2.3	28.7	1.3	22.1	1.8	15.3
12:00+....	10.6	30.1	9.5	24.3	10.0	23.3	7.3	31.5	7.4	26.8	7.6	22.4	9.0	37.7	8.3	30.4	7.0	22.3
No limitation	70.0	100.1	75.6	99.9	76.5	99.8	68.7	100.2	73.3	100.1	77.1	99.5	62.4	100.1	69.6	100.0	77.8	100.1

Cutoff times on nights before school days. The "degree of urbanization" did not have a consistent effect. In single-set homes, the children in towns reported higher cumulative percentages of cutoff times than those in Wichita or in the country/farm category from 9:00 P.M. on. In two-set homes, however, there appeared to be a slight trend--the lower the degree of urbanization (from Wichita--to towns--to the country/farms), the higher were the cumulative percentages recording cutoff times for each hour and half-hour from 9:00 P.M. to midnight.

In the homes with three or more sets no such trend was observed. The cumulative percentages of children reporting cutoff times were significantly lower in Wichita than in the towns or the country/farm after 10:00 P.M.

With respect to the percentages reporting no limitations whatsoever, a slight trend appeared only in the two-set homes--the more urban the student, the greater was the percentage so reporting.

Cutoff times on nights before non-school days. In single- and two-set homes, beginning at 9:30 P.M., a trend was observed in the cumulative percentages reporting cutoff times--the more urban the student, the lower were the percentages. In homes with three or more sets, however, no trends as such were observed.

In all three residence categories, the greater the number of sets available in the home, the greater were the percentages who reported no limitations whatsoever.

CHAPTER V

STUDENTS' ATTITUDES TOWARD SPECIFIC PROGRAMS BROADCAST IN THE EVENINGS AND ON SATURDAY MORNING

The last five pages of the six-page questionnaire solicited student attitudes toward programs broadcast in the evenings from 6:00 to 10:00 P.M. and on Saturday morning from 7:00 to noon. In addition, students were asked to report the parental guidance they received on each of the listed programs. Analyses of parental guidance will be presented in the next chapter.

For each of the eighty-seven evening programs and twenty-four Saturday morning programs listed on the questionnaire, students were asked to "check" one of four choices: "It's one of my favorites," "It's all right ('so-so')," "I don't like it," or "I have never seen it." The complete list of the programs and the format of presentation may be seen in the copy of the questionnaire provided in Appendix C.

For those who did not read the discussion of "methodology" in Chapter II, certain explanatory comments probably should be repeated at this point.

Although "local TV news" was listed on the questionnaire for each night of the week, it actually was not broadcast at 6:00 P.M. on Sunday during or preceding the survey week. The analyses and tables presented in this chapter, therefore, will omit consideration of attitudes toward "local TV news" in the Sunday block of programs from 6:00 to 10:00 P.M.. The effect of this omission is to reduce the number of programs analyzed from eighty-seven to eighty-six.

For the most part, the questionnaire included the programs regularly scheduled for broadcast by the three local commercial network affiliates and forcasted six weeks prior to the survey period (November 15-19). As explained in Chapter II, however, "movies" and "specials" were excluded from the list of programs on each night of the week. In excluding "specials" there was an inadvertent failure to insert in their place the regularly scheduled programs which were preempted. As a result, three regularly scheduled programs on Wednesday evening--"Bionic Woman," "Baretta," and "Starsky & Hutch"--were omitted due to the broadcast of three one-hour specials from 7:00 to 10:00 P.M.. "Starsky & Hutch," however, was scheduled also for broadcast at 8:00 P.M. on Saturday, November 13 and 20, and was listed in the questionnaire for that night. Attitudes were obtained, therefore, for that program.

On Thursday night, November 18, a special, "Nadia--from Romania with Love," was broadcast in lieu of "The Waltons," the latter being omitted from the questionnaire.

From the Saturday evening list two syndicated programs--"The Partridge Family" and "My Three Sons," scheduled for broadcast at 6:00 and 6:30 P.M., respectively--also were omitted. For "The Partridge Family," however, attitudes were solicited for the program at its regular time (6:30 P.M.) on each night, Monday through Friday.

In brief summary, then, four programs should have been, but were not, included in the questionnaire: "Baretta," "Bionic Woman," "The Waltons," and "My Three Sons." Their omission was inadvertent and is regretted.

Prior to the survey week, but after the printing of the questionnaires (contracted six weeks in advance), a number of cancellations and reshuffling of program schedules occurred on all three networks. Suffice it to say, for each program the day and hour of broadcast reported in the following analyses were those specified in the advance schedules supplied by the local stations.

The remainder of this chapter will consist primarily of extensive tabular presentations of data about each of the listed programs, supported by appropriate textual comments and generalizations. With the vast amount of data to report, it would be difficult to analyze attitudes toward each program in narrative form, especially with respect to the several demographic variables. To do so, moreover, might be counterproductive in the sense that the sheer bulk could easily discourage reading. Optimistically, it is believed that the tables themselves will prove to be largely self-explanatory, and, for the most part, should be capable of "standing on their own." The serious reader, of course, probably will wish to examine the tabular data closely. To assist the more casual reader, attempts will be made to highlight some of the more significant findings and to offer such generalizations as are warranted by the data.

Attitudes of Students Toward Programs Broadcast in the Evenings

Responses of all students

Of interest to many readers, of course, will be the identification of the programs which were liked or disliked by children in the fourth through the ninth grades, ranging roughly from nine to fifteen years of age.

Most favored and disliked programs. Table 19 provides a list of the twenty evening programs most frequently reported as "favorites" by 40% or more of the students. In the same table will be found the twenty-one programs reported as "disliked" by 20% or more of the students. Given for each program are the type of program (based on my categorization), the day and time of broadcast, and the network or affiliate broadcasting that program.

Table 19

MOST "FAVORED" AND "DISLIKED" EVENING PROGRAMS

Top Favorites
(named by 40% or more)

	Program		Type#	Time B'cast	Net/ St'n
1.	*Happy Days	85.0%	FSC	Tue-7:00	ABC
2.	Starsky & Hutch	79.6	P/D	Sat-8:00	ABC
3.	*Welcome Back, Kotter	78.3	FSC	Thu-7:00	ABC
4.	*Laverne & Shirley	66.6	FSC	Tue-7:30	ABC
5.	*Captain & Tennille	65.8	MCV	Mon-7:00	ABC
6.	*Holmes & Yoyo	61.9	FSC	Sat-7:00	ABC
7.	*Six Million Dollar Man	56.1	S/F	Sun-7:00	ABC
8.	*Donnie & Marie	55.2	MCV	Fri-7:00	ABC
9.	*Partridge Family (Avg.)	53.4	FSC	M-F-6:30	ABC
10.	*Good Times	48.8	FSC	Wed-7:00	CBS
11.	All in the Family	46.7	ASC	Wed-8:00	CBS
12.	MASH	46.1	ASC	Tue-8:00	CBS
13.	*Emergency	45.1	ADV	Sat-7:00	NBC
14.	*Sanford and Son	44.9	FSC	Fri-7:00	NBC
15.	Family	43.9	ADR	Tue-9:00	ABC
16.	*Bill Cosby Show	42.9	MCV	Sun-6:00	ABC
17.	One Day at a Time	41.9	FSC	Tue-8:30	CBS
18.	Carol Burnett Show	41.3	MCV	Sat-9:00	CBS
19.	*Mr. T. & Tina	40.6	FSC	Sat-7:30	ABC
20.	*Gemini Man	40.4	S/F	Thu-7:00	NBC

Most Disliked Programs
(named by 20% or more)

	Program		Type#	Time B'cast	Net/ St'n
1.	*Lawrence Welk Show	56.0%	AFM	Fri-7:00	CBS
2.	*Hollywood Squares (Avg)	51.4	GAM	**	NBC
3.	*Hee Haw	47.7	CWM	Sat-6:30	CBS
4.	*60 Minutes	45.6	DOC	Sun-6:00	CBS
5.	Kojak	36.5	P/D	Sun-8:00	CBS
6.	*Local News (Avg.)	33.0	NEW	M-Sa-6:00	---
7.	*Dolly	32.3	CWM	Sat-6:30	NBC
7.	*Sonny & Cher	32.3	MCV	Sun-7:00	CBS
9.	Monday Nite Football	31.2	SPT	Mon-8:00	ABC
10.	Maude	27.4	ASC	Mon-8:00	CBS
11.	*Phyllis	26.8	ASC	Mon-7:30	CBS
12.	*Wild Kingdom	26.6	AML	Mon-6:30	CBS
13.	Barnaby Jones	25.0	P/D	Thu-9:00	CBS
14.	*Adam-12 (Avg.)	24.0	P/D	M-F-6:30	NBC
15.	Hawaii Five-O	23.1	P/D	Thu-8:00	CBS
16.	Streets of San Francisco	22.7	P/D	Thu-9:00	ABC
17.	Mary Tyler Moore Show	22.2	ASC	Sat-8:00	CBS
18.	*Rhoda	22.0	ASC	Mon-7:00	CBS
19.	Rich Man, Poor Man II	21.5	ADR	Tue-8:00	ABC
20.	Bob Newhart Show	21.2	ASC	Sat-8:30	CBS
21.	Police Story	20.5	P/D	Tue-9:00	NBC

* Broadcast during the "family viewing period" (6:00-8:00 P.M. CST).
** Broadcast on Wednesday at 7:00 and on Saturday at 6:00 P.M.

# - Type

ADR = "Adult drama"
ADV = "Adventure drama"
AFM = "Adult familiar music"
AML = "Animal-Nature" show
ASC = "Adult situation comedy"
CWM = "Country-western music"
DOC = "Documentary"
FSC = "Family situation comedy"
GAM = "Game" show
MCV = "Musical/comedy variety"
NEW = "Newscasts"
P/D = "Police-detective drama"
S/F = "Science fantasy"
SPT = "Sports" broadcast

Some of the highlights about the "favorites" are:

1. Eleven of the top twenty were situation comedies with "Happy Days" (7:00 P.M. on Tuesday) heading the list as a favorite of 85% of the students.

2. The only two "science fantasies" listed on the questionnaire--"The Six Million Dollar Man" and "The Gemini Man"--were included in the top twenty.

3. Only one "police-detective" program appeared in the line-up--"Starsky & Hutch," but it ranked second, being named by nearly 80% of the respondents.

4. The other six programs in the top twenty included four of a musical comedy-variety format, one action-adventure show, and one serious "adult drama."

5. No news, informational, educational, or public affairs program appeared in the list of favorites, which rather strongly suggests that the children were more favorably oriented toward entertainment programs.

With respect to the list of the twenty-one most disliked programs, the following observations are offered:

1. "The Lawrence Welk Show," reported as disliked by more than half of the students, probably features music that is more familiar to and popular with older adults.

2. News programs and documentaries (e.g., "60 Minutes") ranked in the top ten most disliked. The same is true for the two country-western music programs listed on the questionnaire--"Hee Haw" and "Dolly."

3. Although situation comedies appear often in the list of most favored programs , five are to be found also in the disliked list. Each of the disliked situation comedies, however, appears to have program content that is probably understood and enjoyed more by adults, and, therefore, I have classified them as "adult situation comedies."

4. Of the fourteen "police-detective" shows listed on the questionnaire, six are reported in the list of most disliked programs.

5. In addition to "The Lawrence Welk Show," the only other program reported as disliked by more than half of the respondents was "Hollywood Squares"--scheduled for broadcast twice during the survey week at 7:00 P.M. on Wednesday and at 6:00 P.M. on Saturday. This program and "To Tell the Truth" (6:00 P.M. Monday through Friday) were the only syndicated "game" shows among the programs listed on the questionnaire. "To Tell the Truth," while not appearing in the list of the most disliked programs, did not enjoy high popularity with the respondents as will be observed in subsequent tables. With only these two examples, however, and with an obvious difference in format between the two programs, any generalization about the low popularity of "game" shows among children is probably unwarranted.

Attitudes toward all listed programs. The attitudes of respondents toward all programs listed on the questionnaire are reported in Table 20, and the reader is invited to examine them. Of the eighty-six programs analyzed, fifty-four were more favored than disliked, while thirty-one were more disliked than favored. One program, "Police Story" (Tuesday, 9:00 P.M.), was named by equal percentages of the respondents as favored and disliked.

Considering all listed programs, and excluding the percentages who selected the middle attitudinal choice ("It's all right, "so-so'") and those reporting that they had never seen a given program--neither choice being negative in nature, on balance it would appear that the television "menu" from 6:00 to 10:00 P.M. was favorably perceived by children of the ages and grade levels included in the scope of the survey. It would be presumptious however, to characterize this as a "good," "bad," or "indifferent" situation. Such a value judgment must be drawn by each individual reader.

For each program, Table 20 is the last table in this section which will provide the percentages of respondents who reported that they had never seen the program. Space limitations in subsequent tables which report the effects of several demographic variables necessitated the omission of the "never seen" category. The percentage who had never seen a given program can be derived, however, by adding the percentages who named it as a "favorite," "all right," and "disliked," and subtracting the sum from 100%.

Effects of the variable of sex.

As might be expected, boys and girls frequently differ in their television program preferences. Of the eighty-six evening programs analyzed, fifty-three were named as favorites by proportionately more boys than girls. The reverse was true for twenty-nine programs, and four enjoyed equal preference by both sexes. Table 20 provides detailed analyses.

As a broad generalization, boys appeared to be more favorably oriented than girls to news, science fantasies, police-detective shows, "animal-nature" programs (e.g. "Wild Kingdom"), and, to a slight degree, "game" shows.

Girls, on the other hand appeared to reflect greater preference than boys for musical/comedy variety programs (exception: "The Bill Cosby Show"), "family drama," "serious adult drama," and "adult situation comedies."

While situation comedies were comparatively popular with both sexes, of the twenty-four listed, fifteen were more favored by girls than by boys. Two were equally preferred: "Welcome Back, Kotter," and "Doc." In general, as noted above, girls appeared to have a greater preference for "adult situation comedies," especially those which featured female stars and actors.

Table 20

ATTITUDES OF STUDENTS TOWARD TELEVISION PROGRAMS BROADCAST IN THE EVENINGS, 6:00-10:00 P.M.*

(Percentages of boys and girls in the fourth through the ninth grades who reported their attitudes)**

		Attitudes of Students--Overall and by Sex											
		"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
Sunday Programs:	Time B'cast	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Bill Cosby Show.	6 - 7	42.9%	47.3%	38.6%	33.0%	30.9%	34.9%	8.0%	7.4%	8.6%	16.1%	14.5%	17.9%
60 Minutes	6 - 7	2.9	3.8	2.1	14.0	16.7	11.3	45.6	44.6	44.6	37.5	33.0	42.0
World of Disney.	6 - 7	32.5	35.5	29.4	62.6	59.8	65.7	3.2	3.1	3.2	1.6	1.6	1.7
Six Million Dollar Man .	7 - 8	56.1	62.7	49.7	37.7	33.1	42.3	5.6	3.8	7.4	0.6	0.5	0.7
Sonny & Cher Show. . . .	7 - 8	15.6	9.8	21.4	45.1	41.6	48.6	32.3	39.1	25.4	7.1	9.6	4.6
Sybil (The Big Event). .	7 - 10	28.1	16.2	40.2	18.9	19.2	18.5	12.4	17.2	7.4	40.6	47.3	33.9
Kojak.	8 - 9	14.5	18.2	10.8	41.1	43.8	38.5	36.5	30.4	42.5	7.9	7.6	8.2
Delvecchio	9 - 10	8.8	11.8	5.8	19.7	21.6	17.7	15.8	15.7	15.9	55.7	50.9	60.6
Monday Programs:													
Local TV news.	6-630	4.9	6.5	3.4	53.3	54.5	52.0	33.8	31.6	36.1	8.0	7.5	8.4
To Tell the Truth. . . .	6-630	15.2	16.1	14.5	66.5	66.0	66.9	17.4	16.8	18.0	0.9	1.2	0.6
Adam 12.	630-7	21.8	28.2	15.5	44.6	45.0	44.1	24.6	20.1	29.1	9.0	6.7	11.3
Partridge Family	630-7	54.5	49.7	59.5	38.7	40.6	36.6	6.2	8.7	3.7	0.6	1.0	0.2
Wild Kingdom	630-7	21.3	28.7	13.9	40.0	42.9	37.1	26.6	19.5	33.8	12.1	8.9	15.3
Captain & Tennile. . . .	7 - 8	65.8	61.6	70.3	25.3	28.0	22.7	5.6	6.4	4.8	3.2	4.0	2.3
Little House on Prairie.	7 - 8	38.6	24.6	52.7	40.5	44.5	36.6	15.7	23.7	7.6	5.1	7.1	3.1
Rhoda.	7-730	24.4	12.6	36.5	42.7	41.0	44.4	22.0	36.6	12.3	10.8	14.9	6.8
Phyllis.	730-8	18.2	11.1	25.4	39.4	34.5	44.2	26.8	33.6	20.1	15.6	20.8	10.4
Maude.	8-830	23.4	19.7	27.2	40.0	37.2	42.5	27.4	31.3	23.6	9.3	11.8	6.7
Monday Nite Football . .	8 - 11	39.8	67.7	11.4	21.4	17.6	25.4	31.2	9.8	52.9	7.5	4.9	10.3
All's Fair	830-9	20.6	16.0	25.3	20.3	19.3	21.4	11.4	13.2	9.6	47.7	51.6	43.7
Executive Suite.	9 - 10	6.7	5.3	8.0	12.1	11.6	12.5	12.7	14.7	10.6	68.6	68.4	68.9

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 20 (cont'd)

Tuesday Programs:	Time B'cast	"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
		All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Local TV news.	6-630	4.9%	6.6%	3.3%	54.2%	56.4%	52.1%	33.6%	30.4%	36.5%	7.4%	6.6%	8.1%
To Tell the Truth. . .	6-630	16.6	18.0	15.3	64.8	64.1	65.3	17.5	16.7	18.3	1.1	1.2	1.0
Adam 12.	630-7	21.7	28.3	15.2	45.2	45.9	44.6	24.8	19.9	29.8	8.2	6.0	10.5
Partridge Family . . .	630-7	53.2	48.5	58.0	39.7	42.0	37.4	6.1	8.3	3.9	0.9	1.2	0.7
The Muppets.	630-7	23.3	25.1	21.5	17.8	18.3	17.3	10.7	12.2	9.2	48.2	44.4	52.0
Baa Baa Black Sheep. .	7 - 8	30.1	48.7	11.4	16.2	17.3	15.1	13.8	6.9	20.6	39.9	27.1	52.9
Happy Days	7-730	85.0	81.1	88.8	13.7	17.1	10.3	1.1	1.4	0.7	0.3	0.4	0.2
Laverne & Shirley. . .	730-8	66.6	55.6	77.7	26.2	33.6	18.7	5.8	9.0	2.7	1.4	1.8	1.0
MASH	8-830	46.1	53.3	38.9	33.5	30.1	37.0	13.8	11.2	16.4	6.6	5.5	7.7
Police Woman	8 - 9	29.4	25.6	33.3	45.2	45.6	44.7	19.4	22.8	16.1	5.9	6.0	5.8
Rich Man, Poor Man II.	8 - 9	29.7	27.4	32.0	21.5	21.4	21.5	21.5	25.2	17.8	27.3	26.0	28.7
One Day at a Time. . .	830-9	41.9	33.3	50.7	24.1	27.7	20.5	12.2	16.4	7.9	21.8	22.6	20.8
Family	9 - 10	42.9	29.8	56.1	21.4	23.9	18.6	12.6	19.9	5.4	23.1	26.4	19.9
Police Story	9 - 10	20.6	25.0	16.0	41.2	42.2	40.2	20.5	19.3	21.9	17.7	13.6	21.8
Switch	9 - 10	28.5	37.3	19.8	35.0	34.3	35.5	12.9	10.0	15.9	23.6	18.4	28.8
Wednesday Programs:													
Local TV news.	6-630	5.4	7.2	3.6	54.1	56.4	52.0	32.5	29.0	35.7	8.0	7.3	8.7
To Tell the Truth. . .	6-630	17.5	19.0	16.1	64.9	63.5	66.2	16.7	16.5	17.1	0.8	1.0	0.7
Adam 12.	630-7	23.2	30.0	16.4	44.3	44.8	43.7	24.1	19.0	29.2	8.4	6.2	10.7
Partridge Family . . .	630-7	53.0	48.1	58.1	40.1	42.5	37.7	6.2	8.4	3.9	0.6	1.0	0.3
The Jeffersons	630-7	31.1	30.3	32.1	37.3	36.8	37.8	13.9	15.8	12.1	17.6	17.2	18.0
Good Times	7-730	48.8	50.4	47.4	35.4	33.0	37.7	8.5	9.1	7.9	7.2	7.5	6.9
Hollywood Squares. . .	7-730	5.3	6.3	4.4	35.2	35.0	35.4	51.9	50.6	53.2	7.5	8.1	7.0
Ball Four.	730-8	14.5	18.9	10.3	14.2	15.1	13.3	10.5	10.9	10.1	60.8	51.1	66.3
All in the Family. . .	8-830	46.7	47.4	46.1	38.1	37.4	38.7	11.4	11.1	11.7	3.8	4.1	3.5
Alice.	830-9	23.9	17.5	30.3	25.7	25.7	25.8	12.8	17.5	8.3	37.6	39.4	35.6
The Blue Knight. . . .	9 - 10	14.6	21.5	7.7	24.6	27.9	21.3	17.5	17.3	17.7	43.2	33.3	53.3
The Quest.	9 - 10	23.5	27.0	19.8	19.5	20.9	18.0	9.5	10.5	8.5	47.6	41.6	53.8

See footnotes at the bottom of the first page of the table.

Table 20 (cont'd)

Thursday Programs:	Time B'cast	"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
		All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Local TV news.	6-630	5.6%	7.4%	3.8%	54.0%	55.9%	52.2%	32.8%	29.7%	35.9%	7.6%	7.0%	8.1%
To Tell the Truth. . .	6-630	17.1	18.4	15.9	66.2	65.1	67.1	16.0	15.6	16.4	0.8	0.9	0.6
Adam 12.	630-7	22.8	29.8	15.8	44.8	45.4	44.2	24.3	19.1	29.6	8.1	5.8	10.4
Partridge Family . . .	630-7	53.2	48.9	57.9	40.0	42.0	37.7	6.1	8.2	4.0	0.7	0.9	0.4
This Week: Looking In.	630-7	1.4	1.8	1.0	5.7	7.2	4.1	13.3	15.6	10.9	79.7	75.4	84.0
Gemini Man	7 - 8	40.4	47.2	33.6	22.0	22.5	21.4	4.4	4.2	4.6	33.3	26.1	40.5
Welcome Back, Kotter .	7-730	78.3	78.4	78.4	18.0	17.9	18.0	2.7	2.9	2.5	1.0	0.8	1.1
Barney Miller.	730-8	32.4	39.0	25.9	42.2	41.4	42.8	18.6	14.2	23.0	6.8	5.4	8.2
Hawaii Five-O.	8 - 9	25.3	33.7	17.0	45.4	44.8	45.9	32.1	16.7	29.5	6.2	4.8	7.6
Tony Randall Show. . .	8-830	23.4	24.9	21.9	35.6	36.6	34.5	16.6	15.9	17.2	24.5	22.5	26.4
Nancy Walker Show. . .	830-9	27.0	23.8	30.3	33.2	34.0	32.2	17.0	20.0	14.1	22.8	22.3	23.4
Barnaby Jones.	9 - 10	18.3	22.3	14.4	44.0	22.1	21.8	25.0	22.0	27.8	12.7	11.3	14.2
Dick Van Dyke & Co.. .	9 - 10	37.9	41.2	34.8	27.4	26.5	28.3	10.6	10.3	10.8	24.1	21.9	26.1
Streets San Francisco.	9 - 10	25.3	28.8	21.7	46.7	46.1	47.2	22.7	21.3	24.1	5.4	3.9	7.0
Friday Programs:													
Local TV news.	6-630	5.6	7.2	4.1	54.5	56.4	52.6	32.2	29.2	35.0	7.8	7.1	8.3
To Tell the Truth. . .	6-630	17.7	18.8	16.6	65.0	64.2	65.5	16.6	16.1	17.2	0.8	0.9	0.7
Adam 12.	630-7	22.9	29.6	16.2	45.5	46.0	44.9	23.7	18.8	28.6	7.9	5.5	10.4
Andy Williams.	630-7	8.5	8.5	8.4	19.8	20.7	18.9	16.0	17.6	14.5	55.6	53.2	58.1
Partridge Family . . .	630-7	53.0	48.5	57.7	40.0	42.4	37.7	6.2	8.3	4.0	0.7	0.8	0.6
Donnie & Marie	7 - 8	55.2	47.6	63.1	31.1	34.7	27.4	12.0	15.2	8.5	1.8	2.6	1.0
Lawerence Welk	7 - 8	4.1	4.1	4.1	15.4	14.7	16.2	56.6	57.7	55.6	23.8	23.5	24.2
Sanford and Son. . . .	7-730	44.9	52.6	37.3	40.0	36.1	43.7	12.2	9.1	15.3	3.0	2.2	3.7
Chico and the Man. . .	730-8	37.6	39.9	35.2	43.8	42.3	45.3	13.9	13.0	14.9	4.7	4.7	4.6
Rockford Files	8 - 9	33.5	41.5	25.6	44.6	42.0	47.1	14.3	11.0	17.7	7.6	5.5	9.6
Serpico.	9 - 10	15.5	21.4	9.5	21.1	24.5	17.6	11.2	11.3	11.1	52.2	42.8	61.7

See footnotes at the bottom of the first page of the table.

Table 20 (cont'd)

Saturday Programs:	Time B'cast	"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
		All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Local TV news.	6-630	5.1%	6.6%	3.7%	54.2%	56.2%	52.3%	33.0%	30.2%	35.7%	7.7%	7.0%	8.3%
Hollywood Squares. . . .	6-630	5.0	5.7	4.4	38.1	37.9	38.4	50.9	49.6	52.0	6.0	6.8	5.2
Dolly.	630-7	8.6	6.5	10.6	15.6	13.7	17.6	32.3	33.6	31.0	43.5	46.1	40.9
Hee Haw.	630-730	13.5	14.9	12.2	31.8	33.0	30.7	47.7	44.9	50.4	7.0	7.2	6.8
Emergency.	7 - 8	45.1	46.7	43.5	44.7	43.8	45.4	8.8	7.9	9.8	1.4	1.7	1.2
Holmes & Yoyo.	7-730	61.9	69.3	54.7	25.3	21.5	28.9	5.5	3.8	7.1	7.4	5.4	9.2
Doc.	730-8	15.5	15.3	15.4	31.4	29.7	33.0	16.8	19.0	14.6	33.5	36.0	37.0
Mr. T. & Tina.	730-8	40.6	38.4	42.8	33.2	34.4	32.1	12.9	14.6	11.1	13.3	12.6	14.0
Mary Tyler Moore Show. .	8-830	24.9	18.5	31.4	42.9	40.3	45.3	22.2	28.4	16.1	10.0	12.8	7.2
Starsky & Hutch.	8 - 9	79.6	80.6	78.8	15.1	15.1	15.0	2.7	2.4	3.0	.6	1.9	3.2
Bob Newhart Show	830-9	22.5	19.4	25.4	40.6	38.7	42.2	21.2	42.3	18.2	15.8	17.3	14.3
Carol Burnett Show . . .	9 - 10	41.3	33.5	49.1	35.4	36.6	34.2	15.5	19.7	11.4	7.8	10.2	5.3
Most Wanted.	9 - 10	28.9	20.9	19.5	24.3	26.6	22.0	9.3	9.8	8.7	42.3	34.8	49.8

See footnotes at the bottom of the first page of the table.

Effects of the grade level of students

Grade level, reflecting both age and education, appeared to have marked effects on the program preferences reported in Table 21. For sixty-two of the eighty-six evening programs listed in Table 21, there appeared to be a general trend--the higher the grade level of the students, the lower were the percentages who reported the programs as favorites. One reverse trend was noted in the case of "Sybil," a serious adult drama. These "trends," however, did not always occur in systematic, step-ladder fashion, and frequently slight variations were noted among adjacent grade levels.

With respect to disliked programs, an obverse relationship was noted to a lesser degree. That is to say, the older the children the higher were the percentages reporting a distaste for thirty-nine of the programs. A reverse trend was noted in three cases ("Monday Nite Football," "Sybil," and "Most Wanted")--the older the children, the lower the percentages reporting them as disliked.

In the case of "Local TV news," broadcast at 6:00 P.M. on each day, Monday through Saturday, a greater preference by fourth graders was noted. Differences among the other grade levels in the percentages who reported it as a favorite were not great. Observing the percentages that reported "local TV news" as disliked, a slightly greater distaste was noted among the junior high students.

On balance, the above observations suggest that the overall television "menu," as represented by the listed programs, tended to be more palatable to the younger children. One must remember, however, that "movies" and "specials" which do occupy a significant segment of that "menu," were not included in the program listings.

Effects of the variable of race

Race as a variable, of course, does not lend itself to analyses of "trends." When examining the percentages reporting programs as favorites (Table 22), Blacks and American Indians generally reported proportionately greater preferences than did Whites and Spanish-Mexicans. Among the four groups, of the eighty-six evening programs, forty were preferred most by American Indians; thirty-two by Blacks; three, by Spanish-Mexicans; and only one by White children ("The Carol Burnett Show"--9:00 P.M. on Saturday).

Turning to the programs reported as disliked, of the eighty-six listings thirty-four were disliked significantly more by American Indians. Among the other groups, greater dislike was expressed for seventeen, seven, and six programs by Spanish-Mexicans, Whites, and Blacks, respectively.

Table 21

EFFECTS OF AGE AND EDUCATION (GRADE LEVEL) UPON STUDENTS' ATTITUDES TOWARD TELEVISION PROGRAMS BROADCAST IN THE EVENINGS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported their attitudes)**

		Attitudes of Students--by Grade Level																	
	Time	"It's one of my favorites"						"It's all right/so-so"						"I don't like it"					
Sunday Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Bill Cosby Show.	6 - 7	57%	50%	46%	40%	34%	33%	26%	28%	32%	35%	39%	39%	4%	8%	8%	9%	8%	11%
60 Minutes	6 - 7	2	2	2	2	4	5	11	10	11	17	16	18	46	48	49	47	42	43
World of Disney.	6 - 7	57	42	37	28	21	14	40	55	59	68	74	78	1	2	3	4	3	7
Six Million Dollar Man .	7 - 8	73	67	59	52	49	39	22	28	36	40	45	52	4	4	4	7	6	8
Sonny & Cher Show. . . .	7 - 8	32	21	14	10	10	7	38	48	44	49	46	46	24	24	35	35	36	40
Sybil (The Big Event). .	7 - 10	22	26	25	28	33	34	16	20	20	20	18	20	16	13	14	12	10	11
Kojak.	8 - 9	22	17	14	12	11	12	36	41	39	41	46	43	35	35	37	41	36	36
Delvecchio	9 - 10	12	9	10	8	8	6	14	19	19	19	22	24	12	17	16	18	14	17
Monday Programs:																			
Local TV news.	6-630	8	5	5	4	4	5	39	45	51	56	63	64	39	40	36	35	28	27
To Tell the Truth. . . .	6-630	32	20	15	10	8	8	55	65	69	70	70	68	11	14	16	18	21	23
Adam 12.	630-7	35	26	21	19	17	15	34	42	45	48	47	50	21	23	24	26	26	28
Partridge Family	620-7	26	66	58	53	40	36	22	29	36	41	52	51	2	4	6	5	7	13
Wild Kingdom	630-7	40	28	21	17	15	11	30	38	43	44	42	43	17	24	25	29	31	33
Captain & Tennille . . .	7 - 8	78	78	71	67	54	51	15	16	22	26	36	36	4	3	5	4	7	10
Little House on Prairie.	7 - 8	54	47	40	36	30	26	29	37	42	46	47	42	12	13	13	16	18	23
Rhoda.	7-730	30	27	22	26	22	22	36	38	42	45	47	47	19	23	26	20	22	22
Phyllis.	730-8	23	19	17	21	16	15	34	37	40	40	43	41	24	26	28	27	26	30
Maude.	8-830	30	27	23	22	19	21	33	36	41	43	45	40	22	26	27	28	28	33
Monday Nite Football . .	8 - 11	38	42	39	40	38	41	19	19	21	20	24	25	35	33	32	33	30	26
All's Fair	830-9	24	22	20	20	19	19	16	17	23	21	22	22	10	12	11	11	12	13
Executive Suite.	9 - 10	7	6	7	7	7	7	8	11	10	13	14	16	12	12	13	13	13	14

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 21 (cont'd)

	Time B'cast	Attitudes of Students--by Grade Level																	
		"It's one of my favorites"						"It's all right/so-so"						"I don't like it"					
Tuesday Programs:		4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Local TV news.	6-630	8%	6%	5%	4%	4%	4%	42%	45%	53%	56%	64%	65%	36%	40%	36%	35%	29%	27%
To Tell the Truth. . .	6-630	34	22	17	12	9	10	53	62	67	70	70	67	12	15	16	18	21	23
Adam 12.	630-7	36	27	20	17	17	15	35	42	46	49	48	49	21	23	25	26	26	28
Partridge Family . . .	630-7	75	65	56	51	40	35	22	30	38	43	53	51	2	3	6	6	7	13
The Muppets.	630-7	38	30	24	21	14	14	15	17	20	19	17	19	6	9	11	12	12	15
Baa Baa Black Sheep. .	7 - 8	36	34	30	29	28	25	12	15	18	18	17	17	15	15	15	15	11	12
Happy Days	7-730	91	90	88	86	80	76	8	9	10	13	18	24	1	1	1	1	2	1
Laverne & Shirley. . .	730-8	79	76	70	69	57	51	16	19	23	26	35	36	3	3	6	5	7	11
MASH	8-830	45	46	42	47	50	48	32	33	37	36	31	33	14	14	15	13	13	14
Police Woman	8 - 9	40	35	32	25	25	22	34	41	43	50	51	51	17	19	20	21	18	21
Rich Man, Poor Man II.	8 - 9	30	29	28	26	29	35	19	20	22	23	23	23	23	24	23	24	18	17
One Day at a Time. . .	830-9	42	41	42	46	42	39	18	22	25	24	27	28	11	13	13	12	10	13
Family	9 - 10	37	40	46	43	46	45	18	20	20	26	22	22	14	14	13	12	10	13
Police Story	9 - 10	28	23	21	17	19	17	29	37	39	46	46	49	20	20	22	23	18	21
Switch	9 - 10	30	28	26	26	29	31	26	32	37	39	39	36	13	13	15	14	10	12
Wednesday Programs:																			
Local TV news.	6-630	9	6	5	4	4	5	41	45	53	56	64	64	35	38	34	34	28	26
To Tell the Truth. . .	6-630	36	24	17	13	9	9	51	62	67	70	70	68	11	14	16	16	21	22
Adam 12.	630-7	37	28	22	19	18	16	32	41	45	49	48	49	22	23	24	24	24	27
Partridge Family . . .	630-7	74	65	55	50	40	36	23	29	39	44	53	51	2	4	6	5	7	13
The Jeffersons	630-7	39	34	33	27	26	27	30	35	36	41	41	40	12	11	14	15	16	16
Good Times	7-730	57	56	52	47	41	41	25	31	35	38	41	41	7	7	8	9	10	10
Hollywood Squares. . .	7-730	10	8	4	10	3	3	34	35	34	37	35	37	45	50	54	53	56	53
Ball Four.	730-8	18	15	14	16	11	14	16	15	13	14	17	16	10	10	12	10	11	11
All in the Family. . .	8-830	56	52	46	47	40	41	26	33	42	38	45	44	10	10	11	12	13	13
Alice.	830-9	32	27	25	24	19	18	20	24	27	27	29	28	12	13	15	14	11	12
The Blue Knight. . . .	9 - 10	21	17	15	14	11	11	18	22	24	29	28	28	15	18	19	18	18	18
The Quest.	9 - 10	28	25	25	24	23	18	12	19	19	20	23	24	13	9	9	12	8	7

See footnotes at the bottom of the first page of the table.

Table 21 (cont'd)

		Attitudes of Students--by Grade Level																	
	Time	"It's one of my favorites"						"It's all right/so-so"						"I don't like it"					
Thursday Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Local TV news.	6-630	10%	7%	6%	4%	4%	4%	40%	44%	53%	56%	65%	65%	36%	38%	34%	36%	28%	26%
To Tell the Truth. . . .	6-630	35	22	17	13	8	10	54	64	68	71	72	67	10	13	15	16	19	22
Adam 12.	630-7	38	28	21	18	17	16	32	42	44	51	48	50	21	23	26	24	25	28
Partridge Family	630-7	74	65	56	51	41	36	23	29	38	44	53	51	2	4	6	5	6	13
This Week: Looking In	630-7	5	2	1	1	1	0	7	7	6	6	4	5	11	14	15	15	13	12
Gemini Man	7 - 8	48	48	43	42	35	29	14	20	20	23	26	28	5	4	5	5	4	5
Welcome Back, Kotter . .	7-730	81	82	79	78	77	73	14	15	17	19	19	24	4	2	2	2	3	3
Barney Miller.	730-8	37	34	30	34	28	32	38	41	42	42	45	45	16	18	21	19	20	18
Hawaii Five-O	8 - 9	36	30	26	20	21	19	34	41	45	51	50	50	8	7	5	5	6	6
Tony Randall Show. . . .	8-830	36	31	22	21	17	16	28	34	39	37	39	37	12	13	19	18	18	19
Nancy Walker Show. . . .	830-9	41	34	26	25	20	18	25	32	34	36	38	33	12	14	21	17	18	20
Barnaby Jones.	9 - 10	26	21	19	15	15	15	34	40	44	49	49	48	19	23	26	26	29	29
Dick Van Dyke & Co.. . .	9 - 10	48	47	41	36	30	28	21	23	27	31	31	31	8	9	11	10	12	14
Streets San Francisco . .	9 - 10	34	28	24	21	22	22	36	44	47	50	51	52	22	21	25	25	23	20
Friday Programs:																			
Local TV news.	6-630	10	6	6	4	4	4	41	45	53	57	65	65	35	38	34	34	28	27
To Tell the Truth. . . .	6-630	36	23	17	13	9	10	53	62	67	70	71	67	10	15	16	16	20	23
Adam 12.	630-7	36	29	22	19	17	16	35	42	46	51	50	50	20	22	24	24	24	28
Andy Williams.	630-7	17	10	9	7	4	4	18	19	22	23	19	19	11	15	15	17	17	21
Partridge Family	630-7	73	66	56	50	40	36	25	29	38	44	53	49	2	4	5	5	7	13
Donnie & Marie	7 - 8	81	70	61	53	38	32	14	22	29	36	43	41	4	6	9	9	17	25
Lawrence Welk.	7 - 8	10	6	3	2	2	1	19	17	20	14	12	11	34	46	55	63	67	72
Sanford and Son.	7-730	57	50	47	42	36	40	30	36	39	45	46	44	10	11	12	12	14	14
Chico and the Man. . . .	730-8	49	41	38	35	33	31	31	42	44	47	49	49	12	13	14	14	13	16
Rockford Files	8 - 9	40	36	33	34	30	29	33	39	45	47	51	51	14	17	16	14	12	13
Serpico.	9 - 10	16	16	15	14	18	14	13	18	20	25	24	27	11	12	12	12	10	11

See footnotes at the bottom of the first page of the table.

Table 21 (cont'd)

		Attitudes of Students--by Grade Level																	
	Time	"It's one of my favorites"						"It's all right/so-so"						"I don't like it"					
Saturday Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Local TV news.	6-630	9%	6%	5%	3%	4%	4%	40%	44%	54%	56%	65%	65%	36%	39%	34%	36%	38%	27%
Hollywood Squares. . .	6-630	11	6	5	3	3	3	39	39	35	41	39	38	42	51	54	62	54	53
Dolly.	630-7	18	13	10	4	4	3	20	19	15	15	13	12	19	27	33	37	37	40
Hee Haw.	630-730	31	19	12	8	7	6	34	35	36	31	29	27	27	40	46	55	57	60
Emergency.	7 - 8	63	51	43	39	39	38	30	39	46	50	51	50	6	9	9	10	9	10
Holmes & Yoyo.	7-730	76	73	68	61	53	43	14	18	21	27	34	36	4	3	4	6	6	9
Doc.	730-8	25	18	16	13	10	10	27	29	30	35	34	32	13	14	18	19	18	18
Mr. T. & Tina.	730-8	59	50	44	39	30	23	22	27	35	36	39	40	7	10	11	12	17	19
Mary Tyler Moore Show.	8-830	35	26	24	25	21	20	33	40	41	45	49	49	17	23	26	21	23	23
Starsky & Hutch. . . .	8 - 9	80	82	82	82	77	74	11	12	13	14	18	21	4	3	3	2	2	2
Bob Newhart Show . . .	830-9	29	24	21	23	18	20	30	37	40	43	47	45	16	20	23	22	24	23
Carol Burnett Show . .	9 - 10	51	43	44	43	34	34	25	33	33	36	43	41	11	15	16	15	16	19
Most Wanted.	9 - 10	28	24	23	22	24	24	18	24	25	26	27	25	11	11	12	9	7	7

See footnotes at the bottom of the first page of the table.

From the rather superficial analysis given above, it would appear that White children were comparatively more moderate in their attitudes toward evening television programs. Black children, on balance, were more favorably oriented, and Spanish-Mexican children were less favorably oriented. American Indians, on the other hand appeared somewhat ambivalent, the percentages reporting programs as favorites or as disliked tending to be higher than those reported by the other three groups.

Of special interest were the attitudes toward programs which featured stars or plots relating to minority groups. Four such programs which featured Black performers were "Good Times," "Sanford and Son," "The Jeffersons," and "The Bill Cosby Show," all of which were reported as favorites by higher percentages of the minority groups than by White children. The greatest differences in attitudes toward these programs occurred between Black and White children, as shown in the brief tabular comparisons below:

	A favorite of		Disliked by	
	Blacks	Whites	Blacks	Whites
"Good Times"	93.3	53.7	1.4%	4.5%
"Sanford and Son"	88.7	38.2	2.8	13.7
"The Jeffersons"	85.2	23.4	2.1	15.6
"The Bill Cosby Show"	75.1	38.2	3.7	8.4

It was hypothesized that "Chico and the Man" (7:30 P.M. on Friday) would be more popular among Spanish-Mexicans than among the other three ethnic/racial groups, but the results did not support that expectation. Although a significantly lower percentage (33.9%) of the White children reported it as a favorite, the percentages of the other groups similarly reporting did not differ significantly--about half of each group reporting it as a favorite.

Another program of possible racially related interest was "The Quest" (9:00 P.M. on Wednesday). This was a "western adventure drama" in which initially two White children--a boy and his younger sister--were kidnapped by Indians. Later, the boy escaped and the plot centered around his efforts to locate and rescue his sister. Throughout, the boy, later turned man, manifested a favorable, sympathetic attitude toward the Indians. It was hypothesized that American Indian children might be more favorably oriented toward that program than children of the other three racial/ethnic groups, and data in Table 22 tend to support that expectation. A significantly greater percentage of American Indian children reported that program as a favorite (35.3%) than was the case for the other three groups, in the latter the percentages so reporting ranging from 16.0% of the Spanish-Mexicans to 23.6% of the White children.

A final observation of potential interest is that all four of the "serious adult drama" programs--"Rich Man, Poor Man II" (8:00 P.M. on Tuesday), "Family" (9:00 P.M. on Tuesday on the same network), "Executive Suite" (9:00 on Monday) and "Sybil" (7:00-10:00 P.M. on Sunday)--were reported as favorites by proportionately more Black children than by those of the other groups. The basis of Blacks' comparatively greater preference for these programs is not known.

Table 22

EFFECTS OF RACE UPON STUDENT'S ATTITUDES TOWARD TELEVISION PROGRAMS BROADCAST IN THE EVENINGS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported their attitudes)**

		Attitudes of Students--by Race											
		"1 of my favorites"				"All right/so-so"				"I don't like it"			
Sunday Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Bill Cosby Show. . . .	6 - 7	38.2%	75.1%	46.8%	42.1%	34.9%	18.4%	32.4%	29.8%	8.4%	3.7%	8.1%	13.2%
60 Minutes	6 - 7	2.8	2.5	4.5	3.3	14.3	12.5	11.6	9.2	45.0	50.5	49.1	49.2
World of Disney. . . .	6 - 7	31.8	34.7	29.1	44.6	63.4	59.0	67.3	52.1	3.3	3.7	2.7	1.7
Six Million Dollar Man	7 - 8	53.1	74.4	64.0	61.2	40.3	23.4	30.6	32.2	6.1	1.9	5.4	5.0
Sonny & Cher Show. . .	7 - 8	14.9	18.9	18.0	20.8	45.5	48.5	47.7	45.0	33.3	28.6	27.9	25.8
Sybil (The Big Event).	7 - 10	27.1	34.5	33.6	28.2	17.6	25.2	25.5	23.9	12.4	10.7	14.5	18.8
Kojak.	8 - 9	12.2	28.5	13.5	18.5	41.1	43.1	36.9	34.5	38.2	24.2	39.6	44.5
Delvecchio	9 - 10	7.8	14.2	11.1	16.9	19.2	22.2	23.3	16.1	15.9	15.8	12.0	19.5
Monday Programs:													
Local TV news.	6-630	4.5	7.3	6.4	4.2	53.8	51.2	51.8	42.4	34.1	30.5	36.4	47.5
To Tell the Truth. . .	6-630	14.5	19.3	17.9	20.2	67.3	65.0	57.1	60.5	17.4	15.0	25.0	17.6
Adam 12.	630-7	19.9	29.9	23.1	34.5	44.8	46.2	42.6	38.7	25.7	18.6	25.0	20.2
Partridge Family . . .	630-7	54.5	53.8	50.5	52.9	38.6	38.5	44.1	38.7	6.3	6.6	4.5	7.6
Wild Kingdom	630-7	20.5	22.8	23.4	32.8	40.7	36.2	37.8	36.1	27.0	25.8	23.4	25.2
Captain & Tennille . .	7 - 8	65.5	68.6	61.6	65.5	25.7	24.8	26.4	21.8	5.5	5.4	10.0	7.6
Little House on Prairie	7 - 8	39.5	30.1	33.6	47.1	40.3	42.9	43.6	34.5	15.4	18.8	15.5	11.8
Rhoda.	7-730	24.1	25.5	22.6	27.5	42.9	43.6	40.6	34.2	22.6	18.0	22.6	26.7
Phyllis.	730-8	17.5	23.5	17.3	15.5	40.0	37.6	40.0	28.4	27.2	22.2	28.2	39.7
Maude.	8-830	21.7	35.5	22.9	23.5	40.5	38.7	36.7	29.4	28.8	17.3	27.5	33.6
Monday Nite Football .	8 - 11	38.2	50.6	39.6	46.2	22.3	15.2	17.1	21.0	31.7	28.5	36.0	26.9
All's Fair	830-9	20.4	22.4	17.6	21.0	20.0	20.6	23.1	23.5	11.0	7.4	13.0	16.0
Executive Suite. . . .	9 - 10	5.3	14.7	9.3	8.3	11.3	15.6	15.7	15.0	12.2	14.5	11.1	20.0

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 22 (cont'd)

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
Tuesday Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Local TV news.	6-630	4.4%	7.8%	6.4%	6.8%	54.9%	50.6%	52.3%	43.2%	33.7%	31.9%	31.2%	43.2%
To Tell the Truth. . .	6-630	15.8	21.4	15.6	23.1	65.9	60.2	62.4	54.7	17.2	17.1	22.0	20.5
Adam 12.	630-7	19.9	29.2	27.3	35.3	45.5	46.1	40.9	39.7	25.8	19.5	26.4	19.8
Partridge Family . . .	630-7	53.3	51.5	52.7	52.2	39.7	40.5	40.0	39.1	5.0	0.7	0.1	0.2
The Muppets.	630-7	22.7	25.7	25.7	22.2	17.9	17.9	18.3	17.9	10.1	13.1	10.1	14.5
Baa Baa Black Sheep. .	7 - 8	30.6	23.7	23.9	46.2	15.9	18.3	20.2	8.5	13.3	17.3	11.9	16.2
Happy Days	7-730	84.6	87.0	87.3	89.8	14.1	11.7	11.8	6.8	1.0	0.7	0.9	3.4
Laverne & Shirley. . .	730-8	66.0	70.4	69.1	63.6	26.9	22.5	24.5	26.3	6.0	4.4	3.6	6.8
MASH	8-830	49.4	21.9	32.7	56.0	33.2	37.3	33.6	29.3	12.1	26.4	20.0	10.3
Police Woman	8 - 9	27.5	40.5	26.6	42.2	46.2	38.9	47.7	36.2	20.2	16.3	18.3	14.7
Rich Man, Poor Man II.	8 - 9	25.4	59.2	37.4	27.6	21.5	20.2	23.4	26.7	22.4	13.7	15.9	25.9
One Day at a Time. . .	830-9	43.5	28.0	38.5	51.3	24.5	24.0	22.9	15.7	11.5	15.3	18.3	14.8
Family	9 - 10	39.5	67.0	54.1	45.8	21.7	18.1	20.2	16.9	13.1	7.6	11.0	23.7
Police Story	9 - 10	17.4	37.2	28.4	32.2	41.8	37.0	41.3	38.1	21.4	16.8	20.2	17.8
Switch	9 - 10	28.4	29.1	23.4	37.1	35.3	34.2	34.6	26.7	12.3	14.5	18.7	20.7
Wednesday Programs:													
Local TV news.	6-630	4.9	8.2	6.5	7.7	54.9	50.8	52.3	41.0	29.0	31.4	32.7	43.6
To Tell the Truth. . .	6-630	16.6	23.5	16.7	22.0	66.1	59.4	60.2	55.9	16.5	16.3	22.2	21.2
Adam 12.	630-7	21.1	32.2	27.8	39.8	44.5	45.6	39.8	36.4	25.3	18.0	27.8	17.8
Partridge Family . . .	630-7	52.8	54.1	51.4	54.2	33.0	4.4	0.9	0.8	6.2	6.0	6.5	9.3
The Jeffersons	630-7	23.4	85.2	26.6	37.0	40.8	10.1	43.1	33.6	15.6	2.1	16.5	18.5
Good Times	7-730	42.1	93.3	53.7	60.2	39.7	4.6	38.0	30.5	4.5	1.4	1.9	5.9
Hollywood Squares. . .	7-730	5.1	5.4	6.5	7.7	36.8	30.4	24.3	23.1	51.6	52.9	57.9	59.0
Ball Four.	730-8	13.8	16.8	16.8	14.7	14.1	16.1	10.3	15.5	9.7	15.6	14.0	13.8
All in the Family. . .	8-830	46.3	49.1	44.4	49.6	38.5	35.4	41.7	35.0	10.4	11.6	6.5	9.4
Alice.	830-9	23.1	26.9	22.9	33.0	26.1	24.8	21.1	15.7	12.7	14.1	10.1	17.4
The Blue Knight. . . .	9 - 10	13.0	21.0	17.8	29.1	24.5	25.6	17.8	23.1	17.4	19.0	19.6	17.1
The Quest.	9 - 10	23.6	21.1	16.0	35.3	17.3	17.8	16.0	18.1	8.5	14.5	13.2	12.1

See footnotes at the bottom of the first page of the table.

Table 22 (cont'd)

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
Thursday Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Local TV news.	6-630	5.0%	8.3%	7.5%	6.9%	54.8%	50.9%	50.5%	43.1%	32.7%	31.5%	36.4%	41.4%
To Tell the Truth. . .	6-630	16.1	23.4	19.4	21.7	67.3	61.1	61.1	62.6	16.0	15.0	19.4	15.7
Adam 12.	630-7	20.8	31.2	27.6	38.5	45.4	45.2	36.2	37.6	25.1	19.7	30.5	18.8
Partridge Family . . .	630-7	53.2	53.0	50.5	53.0	40.1	39.4	43.0	38.5	6.1	6.5	5.6	6.8
This Week: Looking In.	630-7	0.9	4.1	1.9	6.0	4.9	9.5	5.6	10.3	15.4	15.1	12.6	22.2
Gemini Man	7 - 8	37.8	56.7	33.6	53.4	22.5	18.4	24.3	17.2	4.3	4.4	4.7	8.6
Welcome Back, Kotter .	7-730	77.0	85.9	85.2	83.6	19.3	11.1	14.8	7.8	2.8	2.3	0.0	4.3
Barney Miller.	730-8	31.0	38.6	32.7	45.6	43.1	37.5	44.9	34.2	18.5	20.4	20.6	14.9
Hawaii Five-O.	8 - 9	23.0	38.3	19.4	38.5	46.4	40.0	49.1	35.9	24.2	16.6	25.0	18.8
Tony Randall Show. . .	8-830	22.6	25.9	27.1	25.9	35.4	37.8	38.3	31.9	15.7	20.3	15.9	28.4
Nancy Walker Show. . .	830-9	25.6	35.0	32.1	27.8	33.1	34.5	33.0	27.0	16.6	16.8	18.9	32.2
Barnaby Jones.	9 - 10	16.7	28.7	15.1	29.9	45.0	40.3	34.0	34.2	25.5	19.7	37.7	26.5
Dick Van Dyke & Co.. .	9 - 10	38.3	33.3	41.1	41.0	27.1	30.1	25.2	29.1	10.2	13.6	7.5	13.7
Streets San Francisco.	9 - 10	22.2	42.5	29.6	38.5	48.2	40.1	40.7	39.3	23.8	15.2	25.0	18.8
Friday Programs:													
Local TV news.	6-630	4.9	8.9	6.6	7.0	55.3	51.1	50.0	43.5	32.1	30.9	35.8	40.9
To Tell the Truth. . .	6-630	16.6	24.5	18.7	21.7	66.1	60.4	59.8	57.4	16.5	14.6	21.5	20.9
Adam 12.	630-7	20.8	31.3	27.1	41.7	39.3	45.4	46.2	35.7	24.4	19.9	29.9	17.4
Andy Williams.	630-7	7.7	12.1	7.5	13.3	18.9	25.0	23.6	23.0	15.7	17.5	17.9	21.2
Partridge Family . . .	630-7	52.8	54.0	49.5	53.9	40.4	38.7	43.0	35.7	6.3	5.9	6.5	8.7
Donnie & Marie	7 - 8	56.3	45.6	59.3	55.4	31.0	34.0	26.9	26.8	11.3	17.1	10.2	17.0
Lawrence Welk.	7 - 8	3.5	6.5	1.9	7.0	15.2	16.3	13.2	16.5	58.8	44.0	57.5	59.1
Sanford and Son. . . .	7-730	38.2	88.7	48.6	60.5	44.9	7.6	42.9	28.9	13.7	2.8	6.7	9.6
Chico and the Man. . .	730-8	33.9	55.9	50.5	50.0	46.5	29.8	41.0	36.0	14.7	11.4	7.6	7.9
Rockford Files	8 - 9	33.0	36.1	23.8	42.6	45.7	39.0	42.9	39.1	14.1	15.0	24.8	12.2
Serpico.	9 - 10	14.5	19.0	13.2	24.8	21.4	20.4	20.8	16.8	10.8	12.2	13.2	18.6

See footnotes at the bottom of the first page of the table.

Table 22 (cont'd)

Saturday Programs:	Time B'cast	"1 of my favorites"				"All right/so-so"				"I don't like it"			
		White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Local TV news.	6-630	4.6%	7.4%	6.5%	7.1%	55.1%	50.6%	50.0%	46.0%	32.8%	31.9%	38.0%	38.9%
Hollywood Squares. . .	6-630	4.8	4.8	6.5	10.5	39.5	33.5	26.9	22.8	50.2	53.2	60.2	57.9
Dolly.	630-7	8.4	8.5	8.4	15.2	15.5	16.6	13.1	17.9	32.0	32.6	36.4	33.9
Hee Haw.	630-730	13.6	12.3	10.2	19.3	32.4	22.1	25.9	33.3	36.8	53.6	55.6	42.1
Emergency.	7 - 8	33.8	49.9	49.5	57.7	46.2	39.0	35.8	32.4	8.6	9.1	13.8	7.2
Holmes & Yoyo.	7-730	60.7	66.3	64.8	69.6	25.6	24.3	25.9	18.8	5.5	5.3	3.7	8.9
Doc.	730-8	14.3	19.9	17.6	25.7	31.9	29.4	26.9	25.7	16.3	20.6	19.4	15.9
Mr. T. & Tina.	730-8	37.8	42.6	48.1	51.3	34.3	27.0	35.2	31.0	13.5	10.6	10.2	7.1
Mary Tyler Moore Show.	8-830	25.0	25.0	23.1	27.7	44.0	38.1	39.8	32.1	22.0	23.5	19.4	28.6
Starsky & Hutch. . . .	8 - 9	78.8	86.3	79.8	81.6	15.6	10.1	16.5	13.2	2.8	2.3	0.0	3.5
Bob Newhart Show . . .	830-9	23.1	18.3	20.6	23.4	42.7	29.4	33.6	30.6	20.2	26.3	20.6	31.5
Carol Burnett Show . .	9 - 10	42.0	40.4	36.1	36.0	36.1	29.4	38.0	31.5	14.9	19.2	14.8	23.4
Most Wanted.	9 - 10	21.1	39.5	33.3	40.2	23.8	27.9	26.9	20.9	8.7	11.6	11.1	17.0

See footnotes at the bottom of the first page of the table.

Effects of the variable of urban/rural residence.

Although of relative low popularity, "local TV news"--broadcast on each of six days, Monday through Saturday, at 6:00 P.M.--was reported as a favorite by proportionately more children residing in Wichita than by those in towns or rural areas. The differences among the four residence groups so reporting, however, were not great.

In Table 23 some "trends" will be observed, apparently reflecting differences attributable to the "degree of urbanization." Frequently, however, the two middle categories ("town" and "rural/non-farm") tend to obscure definite trends. At times the attitudes reported by these two categories of students are quite similar. At other times, attitudes of children in towns appeared to be closer to those of children in Wichita, while those in rural/non-farm homes approximated those on farms. Among a majority of the programs listed, however, there were significant differences between preferences of children in Wichita and those of children who reside on farms. To put it another way, the ends of the urban/rural continuum frequently reflected signifcant differences in attitudes. In most instances, the percentages of Wichita children who reported programs as favorites exceeded those of farm residents. The exceptions to this generalization were noted in attitudes toward six programs the preferences for which were significantly higher among farm children: "Wonderful World of Disney" (6:00 P.M. on Sunday); "Wild Kingdom" (6:30 P.M. on Monday); "Little House on the Prairie" (7:00 P.M. on Monday); "Monday Nite Football" (8:00 P.M.); "The Quest" (9:00 P.M. on Wednesday); and "Hee Haw" (6:30 P.M. on Saturday).

With respect to the disliked programs, reverse trends did not occur as frequently. This suggests that farm children, while their preferences for the programs on the television "menu" were, on balance, lower than those of city children, they were not correspondingly nor consistently more negative toward that "menu." For only twelve programs did farm children report a significantly greater dislike than city children: "Sonny & Cher," "Kojak," "Adam-12," "Rhoda," "Phyllis," "Maude," "Rich Man, Poor Man II," "Police Story," "The Blue Knight," "Barney Miller," "Sanford and Son," and "Chico and the Man."

Effects of the number of sets in the home. An analysis of this variable was based on the hypothesis that in multiple-set homes, children might have greater freedom and latitude to view programs of their choice. With possibly greater exposure to a broader spectrum of programs, the percentages reporting given programs as favorites might be somewhat lower in multiple-set homes than in single-set homes. Table 24 provides the results of the analysis.

Of the eighty-six programs analyzed, slight trends were noted in the percentages reporting twenty-nine programs as favorites--the greater the number of sets in the home, the lower were the percentages. The reverse was true, however, in ten instances. The results, therefore, do not appear to warrant any broad generalization about the effects of multiple-set availability on attitudes of children toward evening television programs.

Table 23

EFFECTS OF PLACE OF RESIDENCE UPON STUDENTS' ATTITUDES TOWARD TELEVISION PROGRAMS BROADCAST IN THE EVENINGS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported their attitudes)**

		Attitudes of Students--by Place of Residence											
		"1 of my favorites"				"All right/so-so"				"I don't like it"			
Sunday Programs:	Time B'cast	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Bill Cosby Show. . . .	6 - 7	44.9%	38.1%	38.5%	33.9%	31.9%	34.4%	36.8%	37.8%	8.2%	7.8%	6.3%	9.4%
60 Minutes	6 - 7	3.2	2.6	2.5	1.1	14.1	14.1	14.6	11.0	46.8	43.4	42.3	37.4
World of Disney. . . .	6 - 7	31.2	32.1	37.5	39.0	63.2	63.9	59.4	60.4	3.9	2.7	1.3	0.0
Six Million Dollar Man	7 - 8	57.1	54.3	50.8	58.0	37.0	39.4	39.9	37.6	5.3	6.1	7.7	3.9
Sonny & Cher Show. . .	7 - 8	16.5	12.9	13.9	11.0	45.3	44.4	46.9	39.8	31.1	35.3	32.2	40.9
Sybil (The Big Event).	7 - 10	29.8	24.2	26.3	20.6	19.1	17.5	18.4	19.4	11.9	13.4	13.4	12.2
Kojak.	8 - 9	15.4	13.6	11.0	7.7	41.5	39.1	41.9	38.1	35.9	38.7	37.4	39.2
Delvecchio	9 - 10	9.9	6.4	6.4	4.4	19.5	19.9	20.0	23.[illegible]	16.5	13.9	14.6	10.5
Monday Programs:													
Local TV news.	6-630	5.4	3.8	3.8	4.5	52.2	56.3	55.4	55.3	34.6	32.6	31.8	29.1
To Tell the Truth. . .	6-630	15.9	12.7	14.2	13.7	65.6	68.3	68.7	68.1	17.6	18.0	16.1	17.0
Adam 12.	630-7	23.5	20.8	14.7	16.6	43.6	46.8	49.3	41.4	24.4	22.5	27.3	28.2
Partridge Family . . .	630-7	54.2	55.2	54.7	56.1	38.6	38.4	38.5	39.4	6.3	6.1	6.8	4.4
Wild Kingdom	630-7	20.1	21.5	24.4	28.3	39.5	40.0	42.7	45.0	27.7	26.7	24.0	16.7
Captain & Tennille . .	7 - 8	65.7	66.3	66.9	60.0	25.6	24.8	24.1	30.6	5.7	5.8	5.3	4.4
Little House on Prairie	7 - 8	37.2	39.3	43.0	45.9	40.9	40.2	39.5	42.0	16.2	15.5	14.1	11.0
Rhoda.	7-730	25.9	22.4	19.2	18.9	42.4	42.4	46.0	42.8	20.7	29.4	25.5	24.4
Phyllis.	730-8	19.9	15.2	14.3	12.2	39.0	39.5	43.7	33.9	26.1	28.7	26.5	33.9
Maude.	8-830	25.4	20.6	18.1	12.7	40.4	38.5	41.5	33.7	25.2	31.2	30.8	41.4
Monday Nite Football .	8 - 11	39.4	40.1	40.1	45.3	20.0	24.6	23.3	27.1	32.7	28.2	29.5	23.8
All's Fair	830-9	21.9	17.1	20.3	14.4	20.8	19.1	20.2	17.7	11.8	9.5	11.0	10.5
Executive Suite. . . .	9 - 10	7.2	5.5	5.1	3.3	12.5	9.5	14.6	7.7	13.5	10.7	10.2	11.0

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 23 (cont'd)

Tuesday Programs:	Time B'cast	"1 of my favorites"				"All right/so-so"				"I don't like it"			
		Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Local TV news	6-630	5.2%	4.4%	4.0%	2.2%	53.0%	57.4%	56.3%	58.9%	34.6%	30.9%	31.6%	29.4%
To Tell the Truth	6-630	17.4	14.6	15.0	12.2	63.8	65.9	68.5	70.7	17.7	18.3	16.1	16.6
Adam 12	630-7	23.3	20.8	14.2	14.9	44.3	46.3	50.9	42.5	24.5	23.4	27.5	28.2
Partridge Family	630-7	52.8	53.7	53.4	55.0	39.7	40.2	38.8	42.2	6.3	5.6	7.0	2.8
The Muppets	630-7	24.1	22.2	20.0	21.1	18.2	15.7	18.9	14.4	11.1	9.3	9.3	11.1
Baa Baa Black Sheep	7 - 8	29.6	33.0	29.5	27.1	16.3	13.7	19.0	16.0	14.6	11.4	12.4	13.3
Happy Days	7-730	85.4	84.0	83.8	82.9	13.2	14.8	15.1	17.1	1.1	1.0	0.9	0.0
Laverne & Shirley	730-8	67.6	66.7	63.2	54.4	25.1	26.7	29.8	38.9	5.9	5.6	5.9	5.6
MASH	8-830	45.1	50.1	47.9	44.9	33.2	32.9	36.0	33.7	14.2	12.1	11.3	16.9
Police Woman	8 - 9	31.4	26.3	23.4	22.3	44.1	47.8	47.8	47.5	18.9	20.3	21.6	21.2
Rich Man, Poor Man II	8 - 9	32.2	22.2	24.1	26.7	21.5	23.0	21.3	19.4	21.0	22.4	21.3	25.0
One Day at a Time	830-9	42.3	42.5	41.6	33.3	22.9	24.6	28.4	33.3	12.1	13.2	10.6	14.4
Family	9 - 10	45.7	36.3	37.0	33.3	20.6	23.6	21.1	31.7	12.1	14.4	13.6	11.7
Police Story	9 - 10	23.0	16.0	13.9	12.3	40.9	42.6	43.3	35.8	20.0	21.4	21.3	25.1
Switch	9 - 10	29.6	26.2	26.0	23.3	34.1	35.8	38.5	40.6	13.2	12.1	12.1	13.3
Wednesday Programs:													
Local TV news	6-630	5.8	4.6	4.5	2.8	52.8	57.9	57.0	58.9	33.5	30.0	29.6	28.3
To Tell the Truth	6-630	18.3	15.1	16.0	14.4	63.8	66.6	68.4	69.6	17.1	17.2	15.2	15.5
Adam 12	630-7	24.8	22.3	15.0	18.5	43.3	46.7	49.6	39.3	23.8	21.4	27.4	30.3
Partridge Family	630-7	52.8	52.9	54.1	53.9	40.3	39.9	38.9	42.2	6.2	6.6	6.6	3.9
The Jeffersons	630-7	35.1	23.7	19.7	20.0	35.2	39.2	46.0	45.6	13.6	16.7	13.4	12.8
Good Times	7-730	51.2	45.5	41.1	42.4	33.9	35.5	43.4	39.0	8.3	9.6	8.7	8.5
Hollywood Squares	7-730	5.9	4.8	4.0	1.7	34.4	36.6	37.4	39.1	52.0	51.9	51.4	52.5
Ball Four	730-8	14.6	13.8	14.1	17.3	14.9	12.2	13.9	10.6	11.3	7.6	8.0	13.4
All in the Family	8-830	48.3	44.5	41.1	42.1	37.2	38.6	43.4	39.3	10.7	12.2	12.8	15.7
Alice	830-9	25.5	20.8	20.3	17.9	25.4	25.2	26.8	31.3	12.9	12.6	11.0	15.1
The Blue Knight	9 - 10	15.6	12.6	10.9	11.7	24.0	25.7	25.5	27.4	17.6	17.1	17.0	21.8
The Quest	9 - 10	22.4	23.9	28.0	27.9	19.6	19.2	18.4	21.2	10.5	7.4	6.1	7.3

See footnotes at the bottom of the first page of the table.

Table 23 (cont'd)

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
Thursday Programs:	Time B'cast	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Local TV news.	6-630	5.9%	4.5%	4.6%	4.5%	52.5%	57.7%	58.0%	58.2%	33.9%	31.0%	29.2%	28.2%
To Tell the Truth. . .	6-630	18.0	14.4	15.5	13.3	64.9	68.8	69.3	71.3	16.4	15.7	14.4	14.9
Adam 12.	630-7	24.6	20.6	15.2	16.4	44.0	47.6	48.9	40.1	23.9	22.7	27.1	31.6
Partridge Family . . .	630-7	53.0	53.3	54.0	53.6	40.1	39.9	38.9	43.0	6.2	6.1	6.7	3.4
This Week: Looking In.	630-7	1.7	0.6	0.2	0.6	6.1	4.4	4.8	5.1	14.3	10.6	10.6	13.6
Gemini Man	7 - 8	41.3	38.0	37.5	40.8	21.7	22.4	23.1	23.5	4.5	4.2	4.2	2.8
Welcome Back, Kotter .	7-730	79.6	77.1	73.8	71.9	16.8	19.3	22.5	23.0	2.6	2.7	2.5	4.5
Barney Miller.	730-8	33.5	30.9	28.6	25.8	41.4	43.1	45.2	47.2	18.5	18.2	18.7	22.5
Hawaii Five-O.	8 - 9	26.9	23.1	18.5	19.0	43.9	48.7	48.7	52.0	23.0	22.5	25.4	22.9
Tony Randall Show. . .	8-830	24.2	22.8	20.7	16.9	36.1	32.2	37.4	37.6	17.0	15.1	14.8	18.0
Nancy Walker Show. . .	830-9	29.1	22.7	23.1	15.7	33.3	32.0	34.5	33.7	16.4	17.9	17.0	23.0
Barnaby Jones.	9 - 10	19.9	15.2	13.5	14.6	41.8	48.5	49.6	50.0	25.6	23.5	24.2	24.2
Dick Van Dyke & Co.. .	9 - 10	38.5	38.1	35.6	33.7	27.2	25.5	32.5	29.2	10.7	10.4	8.0	14.6
Streets San Francisco.	9 - 10	27.3	21.7	17.7	19.0	45.6	48.7	49.0	53.6	21.8	23.8	26.9	23.5
Friday Programs:													
Local TV news.	6-630	5.9	4.6	5.0	3.4	53.1	58.4	57.3	58.7	33.4	30.1	28.1	27.9
To Tell the Truth. . .	6-630	18.5	15.1	15.7	14.0	63.6	67.3	69.2	70.4	17.1	16.8	14.3	14.0
Adam 12.	630-7	24.6	20.6	15.6	16.2	44.4	48.6	49.6	44.1	23.5	21.5	26.9	26.8
Andy Williams.	630-7	8.9	8.9	6.2	4.5	19.8	19.2	21.4	20.3	16.5	13.6	14.6	18.6
Partridge Family . . .	630-7	52.7	53.2	53.7	54.2	40.0	40.2	39.5	42.5	6.3	6.5	6.5	2.8
Donnie & Marie	7 - 8	55.0	55.4	53.8	56.4	30.9	30.7	33.3	34.6	12.4	12.0	11.2	6.1
Lawrence Welk.	7 - 8	4.4	2.7	2.7	5.6	14.9	15.1	17.7	20.3	56.2	60.6	55.2	54.8
Sanford and Son. . . .	7-730	47.5	40.2	35.9	37.1	38.5	42.3	47.0	42.1	11.3	14.5	13.2	18.0
Chico and the Man. . .	730-8	39.5	35.2	31.4	24.9	42.2	45.5	49.6	53.1	13.6	14.4	14.2	18.1
Rockford Files	8 - 9	34.3	32.1	33.0	23.6	43.5	47.4	46.6	53.9	14.5	14.7	13.1	11.2
Serpico.	9 - 10	15.7	15.5	14.6	12.9	20.7	21.9	23.0	21.3	11.7	10.2	8.4	13.5

See footnotes at the bottom of the first page of the table.

Table 23 (cont'd)

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
Saturday Programs:	Time B'cast	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Local TV news.	6-630	5.6%	4.0%	4.2%	2.8%	52.8%	58.4%	57.7%	57.4%	34.1%	30.5%	29.6%	27.8%
Hollywood Squares. . .	6-630	5.5	4.6	4.0	0.6	37.5	39.5	40.0	41.7	50.8	51.2	50.4	50.3
Dolly.	630-7	8.8	7.7	7.5	9.2	15.7	15.0	15.4	17.2	33.6	28.7	31.7	27.0
Hee Haw.	630-730	13.6	12.4	12.8	18.6	29.0	36.8	37.8	43.5	49.4	45.4	45.0	34.5
Emergency.	7 - 8	45.9	44.4	42.2	47.5	44.1	45.7	45.7	51.1	8.5	8.9	10.0	9.7
Holmes & Yoyo.	7-730	62.5	59.1	63.3	58.4	24.8	26.0	25.8	29.8	5.8	5.4	4.2	3.9
Doc.	730-8	16.0	16.3	9.5	14.2	32.0	28.0	31.9	33.5	17.0	16.0	16.8	14.2
Mr. T. & Tina.	730-8	42.2	35.3	38.1	33.7	32.8	32.8	37.0	38.9	12.7	14.7	11.1	13.7
Mary Tyler Moore Show.	8-830	26.2	23.1	20.2	23.2	42.0	44.8	46.2	45.2	21.7	22.4	24.8	19.8
Starsky & Hutch. . . .	8 - 9	79.9	80.5	78.5	74.6	14.6	15.8	15.7	19.2	2.9	1.9	2.5	2.3
Bob Newhart Show . . .	830-9	23.1	22.6	19.8	20.9	39.5	42.1	43.2	49.2	21.7	20.2	21.9	15.8
Carol Burnett Show . .	9 - 10	42.7	39.7	39.2	29.4	33.7	37.9	38.7	49.7	15.7	15.3	15.2	12.4
Most Wanted.	9 - 10	25.7	21.3	18.7	18.1	24.4	23.9	23.9	27.7	9.8	8.3	8.5	4.5

See footnotes at the bottom of the first page of the table.

Table 24

EFFECTS OF THE NUMBER OF SETS IN THE HOME UPON STUDENTS' ATTITUDES TOWARD TELEVISION PROGRAMS BROADCAST IN THE EVENINGS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported their attitudes)**

		Attitudes of Students--By Number of Sets in the Home											
		"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
Sunday Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3 sets
Bill Cosby Show.	6 - 7	43.9%	42.7%	41.8%	33.6%	31.9%	34.3%	6.6%	8.5%	8.9%	15.9%	17.0%	15.0%
60 Minutes	6 - 7	2.3	2.6	4.3	11.9	14.3	16.0	43.1	47.1	46.3	42.8	36.0	33.5
World of Disney.	6 - 7	38.2	31.1	26.9	57.2	64.3	67.8	2.7	3.1	4.1	2.0	1.5	2.1
Six Million Dollar Man .	7 - 8	59.1	54.7	54.4	34.3	39.3	39.6	5.5	5.7	5.5	1.0	0.4	0.4
Sonny & Cher Show. . . .	7 - 8	18.6	14.6	13.1	42.5	46.0	47.7	29.4	33.3	34.3	9.5	6.1	5.0
Sybil (The Big Event). .	7 - 10	25.3	29.0	30.5	18.3	19.1	19.5	12.9	12.9	10.3	43.4	39.0	39.8
Kojak.	8 - 9	14.5	14.2	14.8	39.0	41.6	43.3	37.2	36.9	34.9	9.2	7.3	6.9
Delvecchio	9 - 10	8.7	8.7	9.3	18.6	19.9	21.1	13.8	16.7	16.4	59.0	54.6	53.2
Monday Programs:													
Local TV news.	6-630	4.6	5.0	5.0	50.6	54.4	55.0	34.1	33.5	34.2	10.7	7.1	5.8
To Tell the Truth. . . .	6-630	17.0	14.7	13.8	66.5	66.1	67.5	15.4	18.4	18.0	1.2	0.8	0.6
Adam 12.	630-7	25.2	20.3	19.8	43.2	46.1	44.6	23.0	24.5	26.6	18.6	9.2	9.1
Partridge Family	630-7	57.1	55.2	50.4	36.6	38.1	41.9	5.5	6.3	7.0	0.8	0.4	0.7
Wild Kingdom	630-7	24.6	20.5	18.8	40.3	40.2	38.9	23.8	26.0	31.4	11.3	13.3	10.9
Captain & Tennille . . .	7 - 8	69.0	64.9	64.2	23.0	26.0	27.0	4.1	6.5	6.1	3.9	2.6	2.8
Little House on Prairie.	7 - 8	45.1	37.0	33.5	38.8	41.8	40.7	12.2	15.8	19.8	4.0	5.5	6.1
Rhoda.	7-730	23.3	24.8	25.5	41.1	44.1	43.5	22.4	21.0	23.0	13.3	10.1	8.1
Phyllis.	730-8	17.4	17.5	20.2	37.5	41.6	39.0	25.7	26.7	28.3	19.4	14.2	12.6
Maude.	8-830	23.0	23.3	23.7	36.7	40.7	43.9	28.6	27.6	25.3	11.8	8.4	7.0
Monday Nite Football . .	8 - 11	36.4	40.0	43.7	21.3	20.9	22.7	33.5	32.1	27.1	8.8	7.0	6.6
All's Fair	830-9	19.4	21.1	21.4	18.7	21.0	21.7	10.4	11.5	12.2	51.5	46.4	44.7
Executive Suite.	9 - 10	5.3	6.9	8.1	10.3	12.7	13.6	12.2	12.1	14.2	72.2	68.2	64.1

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 24 (cont'd)

		"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
Tuesday Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Local TV news.	6-630	5.0%	4.5%	5.2%	51.5%	56.1%	54.9%	34.2%	32.8%	34.0%	9.4%	6.6%	5.8%
To Tell the Truth. . . .	6-630	18.2	16.1	15.3	65.1	64.1	66.1	15.3	18.8	17.9	1.4	0.9	0.7
Adam 12.	630-7	25.0	20.5	19.3	43.7	47.0	45.1	23.5	24.5	26.9	7.9	8.1	8.8
Partridge Family	630-7	54.9	54.1	49.5	38.6	38.9	42.5	5.4	6.2	7.0	1.2	0.7	1.0
The Muppets.	630-7	22.2	25.4	20.9	17.1	17.1	20.2	10.0	10.5	11.9	50.8	47.0	47.1
Baa Baa Black Sheep. . .	7 - 8	29.8	29.8	30.8	17.4	15.5	16.1	14.2	13.9	13.5	38.7	40.8	39.7
Happy Days	7-730	85.1	85.6	83.9	13.5	13.0	14.9	1.2	1.0	0.9	0.3	0.3	0.2
Laverne & Shirley. . . .	730-8	68.9	66.6	63.7	24.1	26.0	29.0	5.2	5.9	6.7	1.8	1.5	0.7
MASH	8-830	42.3	48.2	47.4	34.6	31.8	34.9	15.3	13.4	12.6	7.9	6.6	5.2
Police Woman	8 - 9	32.2	29.3	26.0	42.7	46.0	47.3	18.5	19.3	21.0	6.7	5.4	5.7
Rich Man, Poor Man II. .	8 - 9	29.2	28.7	31.6	20.6	21.8	22.1	22.2	22.0	19.5	27.9	27.5	26.8
One Day at a Time. . . .	830-9	37.8	44.0	43.6	22.3	24.0	27.2	12.2	12.7	10.9	27.7	19.3	18.3
Family	9 - 10	41.9	40.7	48.2	20.2	23.0	20.2	12.9	12.9	11.7	25.1	23.3	19.9
Police Story	9 - 10	22.5	19.3	20.0	38.9	42.1	42.7	19.9	20.5	21.6	18.7	18.2	15.7
Switch	9 - 10	26.1	28.7	30.7	33.5	35.3	37.1	12.9	13.3	12.3	27.4	22.7	20.0
Wednesday Programs:													
Local TV news.	6-630	5.6	5.0	5.6	50.9	56.2	55.3	33.4	31.4	32.9	10.1	7.4	6.2
To Tell the Truth. . . .	6-630	19.4	16.9	16.2	64.5	64.7	66.2	15.0	17.7	17.0	1.1	0.7	0.7
Adam 12.	630-7	25.7	21.9	21.6	42.6	45.9	44.6	23.3	23.9	25.3	8.4	8.3	8.4
Partridge Family	630-7	54.8	54.2	49.1	38.7	39.4	43.0	5.5	6.0	7.3	0.9	0.4	0.7
The Jeffersons	630-7	31.2	30.4	32.1	34.4	37.7	41.2	13.7	14.8	13.1	20.7	17.2	13.6
Good Times	7-730	49.6	48.8	47.4	33.9	35.5	38.0	7.7	8.8	9.1	8.8	6.9	5.5
Hollywood Squares. . . .	7-730	5.5	5.2	5.2	34.9	36.1	34.5	51.4	51.4	53.7	8.3	7.3	6.6
Ball Four.	730-8	12.1	15.0	16.9	12.9	14.4	15.3	10.5	10.2	11.0	64.5	60.4	56.8
All in the Family. . . .	8-830	45.7	47.2	47.3	36.1	38.4	40.1	12.1	11.8	10.1	6.1	2.6	2.5
Alice.	830-9	22.2	24.2	25.6	21.8	27.3	28.1	12.6	12.1	14.4	43.4	36.4	32.0
The Blue Knight.	9 - 10	14.9	13.9	15.0	23.3	24.8	26.0	15.2	18.1	19.8	46.5	43.2	39.1
The Quest.	9 - 10	25.3	23.0	21.7	19.7	18.4	20.8	9.6	9.0	9.9	45.4	49.5	47.6

See footnotes at the bottom of the first page of the table.

Table 24 (cont'd)

		"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
Thursday Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Local TV news.	6-630	5.6%	5.2%	6.1%	50.3%	56.4%	55.4%	34.2%	31.5%	32.9%	9.9%	6.9%	5.6%
To Tell the Truth. . . .	6-630	18.4	16.9	15.7	66.3	65.4	67.6	14.2	17.1	16.3	1.1	0.7	0.4
Adam 12.	630-7	25.6	21.3	21.2	43.7	46.3	44.2	22.7	24.4	26.3	8.0	8.0	8.3
Partridge Family	630-7	54.2	54.5	49.9	39.0	39.2	42.7	6.1	5.7	6.6	0.7	0.6	0.7
This Week: Looking In. .	630-7	1.4	1.1	1.7	5.6	5.5	6.1	12.0	13.4	14.6	81.1	80.0	77.6
Gemini Man	7 - 8	43.0	38.8	39.9	19.9	22.3	23.8	4.8	4.0	4.6	32.2	34.8	31.7
Welcome Back, Kotter . .	7-730	77.5	78.7	78.9	17.6	18.6	17.4	3.5	2.1	2.8	1.4	0.7	0.9
Barney Miller.	730-8	32.9	32.0	32.3	40.1	42.1	45.7	19.3	19.2	16.3	7.7	6.8	5.7
Hawaii Five-O.	8 - 9	25.9	26.0	22.8	43.9	45.1	48.6	23.6	23.0	22.4	6.7	5.8	6.1
Tony Randall Show. . . .	8-830	22.2	24.2	23.4	35.4	36.0	35.1	15.8	16.0	18.7	26.5	23.9	22.8
Nancy Walker Show. . . .	830-9	25.1	27.8	27.9	32.9	33.5	33.3	16.5	16.8	18.0	25.5	22.0	20.9
Barnaby Jones.	9 - 10	19.2	17.6	18.3	42.2	45.9	43.2	24.0	23.9	28.3	14.6	12.6	10.1
Dick Van Dyke & Co.. . .	9 - 10	37.4	38.6	37.7	27.9	26.8	27.9	10.9	10.6	10.1	23.8	24.0	24.3
Streets San Francisco. .	9 - 10	27.3	23.7	25.0	44.9	47.5	48.0	21.1	23.6	23.2	6.7	5.2	3.8
Friday Programs:													
Local TV news.	6-630	5.7	5.3	5.7	50.9	56.7	55.7	33.5	30.9	32.5	9.9	7.1	6.2
To Tell the Truth. . . .	6-630	19.0	17.3	16.3	64.4	64.8	66.4	15.4	17.3	16.8	1.2	0.7	0.4
Adam 12.	630-7	25.8	21.5	21.2	43.8	47.1	45.5	22.8	23.5	25.3	7.7	8.0	8.0
Andy Williams.	630-7	9.9	7.9	7.5	18.2	21.3	19.6	14.1	16.4	17.6	57.7	54.4	55.4
Partridge Family	630-7	53.4	54.8	49.5	39.7	38.8	42.8	5.7	6.1	6.8	1.2	0.3	0.8
Donnie & Marie	7 - 8	59.7	55.2	49.8	27.6	31.5	34.9	10.8	11.9	13.5	1.9	1.4	1.8
Lawrence Welk.	7 - 8	5.6	3.3	3.3	17.5	14.7	14.0	50.2	58.8	61.4	26.7	23.2	21.3
Sanford and Son.	7-730	45.7	43.9	45.3	39.7	40.1	40.3	11.1	13.1	11.9	3.5	2.8	2.5
Chico and the Man. . . .	730-8	38.9	37.8	34.7	43.9	42.7	46.1	12.5	14.8	14.6	4.7	4.7	4.6
Rockford Files	8 - 9	33.9	32.4	34.4	42.4	45.9	46.0	15.4	13.7	13.7	8.3	8.0	6.0
Serpico.	9 - 10	14.8	16.1	15.4	20.3	20.6	23.4	10.7	10.8	12.9	54.2	52.5	48.4

See footnotes at the bottom of the first page of the table.

Table 24 (cont'd)

Saturday Programs:	Time B'cast	"1 of my favorites" 1 set	2 sets	3+ sets	"All right/so-so" 1 set	2 sets	3+ sets	"I don't like it" 1 set	2 sets	3+ sets	"Never seen it" 1 set	2 sets	3+ sets
Local TV news.	6-630	5.2%	4.6%	5.7%	50.6%	56.6%	55.4%	34.4%	31.8%	32.9%	9.8%	7.1%	6.0%
Hollywood Squares. . . .	6-630	5.7	5.0	4.1	37.8	38.3	38.0	50.2	51.0	52.0	6.3	5.7	5.9
Dolly.	630-7	10.6	8.4	6.5	17.6	14.8	14.7	29.4	31.8	37.0	42.5	45.0	41.8
Hee Haw.	630-730	16.7	13.7	9.1	32.0	32.8	29.9	44.4	46.4	54.1	6.9	7.0	6.9
Emergency.	7 - 8	49.1	44.5	41.1	41.4	45.6	47.1	8.0	8.6	10.2	1.6	1.3	1.6
Holmes & Yoyo.	7-730	62.8	61.7	61.7	23.8	26.0	25.6	4.8	5.1	7.1	8.5	7.3	5.6
Doc.	730-8	16.2	15.0	14.7	28.9	31.5	34.6	14.2	17.8	18.7	40.8	35.7	32.1
Mr. T. & Tina.	730-8	41.3	41.3	38.6	33.2	32.7	34.5	11.2	13.1	14.5	14.4	12.8	12.4
Mary Tyler Moore Show. .	8-830	22.8	25.5	26.5	41.6	43.3	44.5	23.1	21.6	21.7	12.6	9.5	7.3
Starsky & Hutch.	8 - 9	78.7	80.6	79.5	14.6	14.7	[illegible]	2.8	2.5	2.7	3.9	2.2	1.5
Bob Newhart Show	830-9	20.6	22.7	24.9	37.0	42.1	42.6	22.7	20.1	21.2	19.7	15.1	11.3
Carol Burnett Show . . .	9 - 10	38.5	42.1	44.1	35.3	35.7	34.9	16.2	15.0	15.9	10.0	7.2	5.1
Most Wanted.	9 - 10	24.7	23.4	24.4	23.7	24.7	24.7	9.4	8.7	10.0	42.2	43.2	41.0

See footnotes at the bottom of the first page of the table.

Attitudes of Students Toward Programs Broadcast on Saturday Mornings

On the last page of the questionnaire, respondents were asked to report their attitudes toward programs broadcast from 7:00 A.M. to noon on Saturday mornings during the survey period. A total of twenty-four programs were listed. Classified by type, twelve were animated cartoons, seven were "live action" children's dramas and two were "game" shows. One each of "children's variety," "news and current events," and "information and education" also appeared in the line-up. The attitudinal choices were the same as those provided for the evening programs analyzed in the preceding section.

Responses of all students

The popularity of Saturday morning programs was relatively high. With one exception, all programs were reported as favorites by 20% or more of the respondents. The exception, "In the News," a five-minute program of news and current events broadcast nine times throughout the morning, tended to reflect the same general distaste for news which was noted in the analyses of the evening programs.

Most favored and disliked programs. Table 25 presents the list of the ten programs reported most frequently as favorites by the students. The ten most disliked shows are also listed. An examination of Table 25 reveals that seven of the most favored programs were animated cartoons. In contrast, only two animated cartoons appeared in the list of the ten most disliked programs. Five of the seven "live-action" children's dramas appearing on the questionnaire are to be found among the ten most disliked programs. This does suggest a comparatively higher preference for animated cartoons than for the other types of children's programs broadcast on Saturday morning.

The hour of the morning did not seem to be a significant factor with respect to the most favored programs. Four of the ten top favorites were broadcast before 8:00 A.M.. In contrast, with one possible exception, all but two of the most disliked programs were broadcast at 9:00 A.M. or later. It should be quickly noted, however, that eight of the twelve animated cartoons which enjoyed comparatively high popularity were broadcast before 9:00 A.M.. Therefore, the type of the program rather than the hour of the morning may have accounted for the comparatively lower popularity of programs after 9:00 A.M..

Attitudes toward all listed programs. The attitudes of respondents toward all twenty-four Saturday morning programs are reported in Table 26. The latter reveals that for twenty-two programs, the percentages of children reporting them as favorites exceeded the percentages reporting them as disliked. The only two exceptions were "In the News" and "The Shazam/Isis Hour." Perhaps equally striking was the finding that for twenty-one of the twenty-four programs, the percentages naming them as favorites exceeded those who had reported them as "all right-'so-so'." In brief, it is clear that the Saturday morning line-up, on balance, was very favorably perceived by the sample of over 5,000 school children in the fourth through the ninth grades.

Table 25

MOST "FAVORED" AND "DISLIKED" PROGRAMS ON SATURDAY MORNING

Ten Most Favored:			Type#	Time B'cast	Network/ Station
1.	Scooby Doo/Dynomutt	52.7%	CTN	8:30	ABC
2.	Bugs Bunny/Road Runner. . .	51.7	CTN	7:30	CBS
3.	The Pink Panther.	50.9	CTN	7:30	NBC
4.	Jr. Almost Anything Goes. .	50.0	GAM	11:00	ABC
5.	The Kroffts Super Show. . .	48.6	VAR	9:30	ABC
6.	Sylvester & Tweety.	43.7	CTN	7:00	CBS
7.	Fat Albert & Cosby Kids . .	42.7	CTN	11:00	CBS
8.	Jabberjaw	39.9	CTN	8:00	ABC
9.	Tom & Jerry/Grape Ape . . .	39.3	CTN	7:00	ABC
10.	Land of the Lost.	36.4	CDR	10:00	NBC
Ten Most Disliked:					
1.	In the News	36.5	NEW	*	CBS
2.	Shazam/Isis Hour.	30.3	CDR	9:00	CBS
3.	Land of the Lost.	19.4	CDR	10:00	NBC
4.	School House Rock	19.0	I/E	**	ABC
5.	Kroffts Super Show.	13.0	VAR	9:30	ABC
6.	The Monster Squad	13.0	CDR	9:30	NBC
7.	Fat Albert & Cosby Kids . .	12.5	CTN	11:00	CBS
8.	Ark II.	12.1	CDR	10:00	CBS
9.	Tarzan, Lord of the Jungle.	12.1	CTN	8:30	CBS
10.	Muggsy.	11.6	CDR	11:30	NBC

* Broadcast at 7:25, 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

** Broadcast at 7:55, 8:25, 9:25, 10:55, and 11:25.

# - Type

CDR - "Children's drama"
CTN - "Animated cartoon"
I/E - "Information & Education
GAM - "Game" program
NEW - "News & current events
VAR - "Children's variety show

Table 26

ATTITUDES OF STUDENTS TOWARD TELEVISION PROGRAMS BROADCAST ON SATURDAY MORNING[1]

(Percentages of boys and girls in the fourth through the ninth grades who reported their attitudes)[2]

		Attitudes of Students--Overall and by Sex											
		"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
Programs:	Time B'cast	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Sylvester & Tweety. . .	7-725	43.7%	44.3%	43.4%	32.0%	32.5%	31.3%	5.7%	6.0%	5.5%	18.6%	17.3%	19.8%
Tom & Jerry/Grape Ape .	7-755	39.3	43.7	35.1	37.8	35.5	40.1	7.8	8.2	7.5	15.1	12.6	17.4
Woody Woodpecker Show .	7-730	32.8	37.9	27.9	31.3	30.7	31.8	8.0	7.4	8.5	27.9	24.0	31.8
In the News[3].	725-730	13.3	17.4	9.3	35.7	38.6	32.6	36.5	31.7	41.4	14.5	12.2	16.7
Bugs Bunny/Road Runner.	730-825	51.7	60.6	42.9	32.9	28.9	36.9	7.8	4.4	11.1	7.6	6.1	9.0
Mumbly Show	730-755	26.4	31.7	21.3	17.3	18.8	15.8	9.0	9.9	8.0	47.2	39.6	54.8
The Pink Panther. . . .	730-9	50.9	56.7	45.2	32.8	30.3	35.1	10.2	7.3	13.2	6.1	5.7	6.5
School House Rock[4]. . .	755-8	21.1	20.2	22.1	29.9	28.3	31.5	19.0	23.1	14.9	29.9	28.5	31.5
Jabberjaw	8-825	39.9	43.8	36.2	26.0	25.7	26.2	9.6	9.1	9.2	24.6	20.7	28.4
Scooby Doo/Dynomutt . .	830-925	52.7	56.2	49.3	30.4	27.3	33.4	7.3	7.3	7.3	9.6	9.2	10.0
Tarzan, Lord of Jungle.	830-855	32.7	41.5	23.9	22.6	22.2	23.0	12.1	10.5	13.7	32.6	25.8	39.4
McDuff, the Talking Dog	9-930	30.1	28.0	32.0	24.2	24.7	23.8	10.9	13.8	7.9	34.8	33.5	36.0
Shazam/Isis Hour. . . .	9-955	24.9	19.8	30.1	35.4	30.9	39.9	30.3	38.5	22.2	9.3	10.9	7.8
The Kroffts Super Show.	930-1055	48.6	44.8	52.7	21.9	23.1	20.5	13.0	17.0	9.1	16.5	15.1	17.7
The Monster Squad . . .	930-10	29.9	37.3	22.6	23.6	24.4	22.8	13.0	12.2	13.6	33.6	26.1	41.0
Ark II.	10-1025	20.2	26.8	13.6	19.4	22.9	15.8	12.1	12.6	11.5	48.4	37.7	59.1
Land of the Lost. . . .	10-1030	36.4	36.4	36.5	35.4	34.2	36.5	19.4	20.0	18.6	8.9	9.4	8.4
Big John, Little John .	1030-11	31.6	30.1	33.2	23.4	24.3	22.5	10.2	12.4	7.9	34.8	33.2	36.4
Clue Club	1030-1055	27.3	32.4	22.4	20.8	22.7	18.8	9.5	10.6	8.4	42.4	34.3	50.4
Fat Albert & Cosby Kids	11-1125	42.7	48.0	37.5	38.7	35.4	41.9	12.5	10.9	14.1	6.1	5.6	6.5
Jr. Almost Anything Goes	11-1125	50.0	48.7	51.4	29.1	29.4	28.6	8.1	9.5	6.7	12.8	12.4	13.2
Kids from C.A.P.E.R.. .	11-1130	27.9	27.2	28.7	19.7	19.1	20.3	11.3	14.3	8.2	41.1	39.4	42.8
Muggsy.	1130-12	25.6	22.4	28.8	20.6	21.1	20.2	11.6	14.3	8.9	42.2	42.2	42.1
Way Out Games	1130-1155	30.1	34.9	25.5	24.2	26.6	21.7	10.1	12.2	8.1	35.6	26.4	44.7

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Effects of the variable of sex

The data in Table 26 demonstrate considerable differences between boys and girls in their preferences for Saturday morning television programs. Considering only the percentages reporting programs as favorites, the boys proportionately outnumbered the girls in fourteen of the twenty-four listed programs. The reverse was true in only six cases, and four programs enjoyed equal preference by both sexes. Of the six programs preferred more by girls, one was an animated cartoon--"McDuff, the Talking Dog." In contrast, nine of the programs preferred more by boys were cartoon shows.

When the percentages reporting dislikes are examined, the pattern is similar. Boys proportionately outnumbered the girls in their dislike of thirteen programs. The reverse was true for seven programs, and four enjoyed about equal preference by both sexes.

This analysis suggests that boys have a more active interest in Saturday morning television programs, being more avid fans on the one hand, and more critical on the other. The generalization is supported by the observation that of the twenty-four listed programs, higher percentages of girls than of boys reported they had "never seen" twenty-one programs.

Effects of the grade level of students

This variable is analyzed in Table 27. For twenty-three of the twenty-four programs, the higher the grade level of the student the lower was the percentage which selected each as a favorite. The one exception was "In the News," the preferences for which did not differ significantly among students in the fourth through the ninth grades.

With respect to disliked programs, the trends were not nearly as pronounced and consistent. Generally, the fourth graders reported comparatively less distaste for nearly all programs.

Effects of the variable of race

An examination of Table 28 reveals that among the four ethnic/racial groups, Saturday morning programs appeared to be more favorably perceived by Black students. Of the twenty-four programs, seventeen were reported as favorites by proportionately greater numbers of Blacks. With respect to disliked programs, only one ("Bugs Bunny/Road Runner") was reported more frequently by Blacks, and even for that program the differences among Blacks, Whites, and American Indians were not great.

Table 27

EFFECTS OF AGE AND EDUCATION (GRADE LEVEL) UPON STUDENTS' ATTITUDES TOWARD TELEVISION PROGRAMS BROADCAST ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported their attitudes)[2]

		Attitudes of Students--by Grade Level																	
	Time	"It's one of my favorites"						"It's all right/so-so"						"I don't like it"					
Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Sylvester & Tweety. . .	7-725	66%	55%	48%	38%	28%	30%	18%	26%	30%	38%	43%	35%	3%	4%	6%	7%	6%	8%
Tom & Jerry/Grape Ape .	7-755	70	55	45	32	19	18	25	35	38	46	46	37	2	5	9	9	10	11
Woody Woodpecker Show .	7-730	55	46	34	26	20	19	23	26	29	38	35	36	3	6	9	8	10	11
In the News[3].	725-730	18	12	13	13	14	12	29	32	36	37	39	41	39	42	38	38	33	30
Bugs Bunny/Road Runner.	730-825	74	63	55	47	37	37	20	30	31	35	42	38	3	5	9	10	10	9
Mumbly Show	730-755	51	42	30	20	11	9	16	15	20	20	17	16	5	8	9	11	10	11
The Pink Panther. . . .	730-9	66	58	51	49	43	41	25	29	33	35	37	36	6	8	12	12	12	11
School House Rock[4]. . .	755-8	33	27	34	17	14	13	25	28	28	33	32	34	12	16	18	22	25	21
Jabberjaw	8-825	72	64	46	31	18	12	16	21	28	34	31	25	4	5	10	12	13	12
Scooby Doo/Dynomutt . .	830-925	78	69	61	48	34	30	16	24	27	33	41	39	3	4	7	11	9	9
Tarzan, Lord of Jungle.	830-855	53	46	37	28	20	15	16	20	26	27	25	22	10	14	12	14	12	12
McDuff, the Talking Dog	9-930	51	42	33	28	17	13	18	22	27	26	28	23	6	8	11	14	13	14
Shazam/Isis Hour. . . .	9-955	40	31	27	21	17	16	31	35	35	39	39	34	21	29	32	33	33	33
The Kroffts Super Show.	930-1055	75	68	58	42	30	23	11	15	21	27	30	26	6	7	11	15	17	20
The Monster Squad . . .	930-10	51	42	33	27	17	13	15	21	25	29	27	24	8	9	14	15	15	16
Ark II.	10-1025	32	26	23	20	13	10	15	17	18	22	22	23	9	11	13	15	13	12
Land of the Lost. . . .	10-1030	55	44	43	35	23	21	28	37	34	37	41	36	12	15	18	21	24	25
Big John, Little John .	1030-11	47	40	35	31	22	17	15	22	23	27	25	28	7	7	11	11	12	13
Clue Club	1030-1055	50	41	31	22	14	10	19	21	22	23	22	19	5	8	9	11	12	11
Fat Albert & Cosby Kids	11-1125	59	51	44	40	33	31	28	36	40	41	43	45	9	9	12	15	17	13
Jr. Almost Anything Goes	11-1125	66	61	56	52	38	29	20	25	27	31	35	35	5	6	7	8	10	13
Kids from C.A.P.E.R.. .	11-1130	42	34	33	25	19	17	15	17	21	22	22	21	7	9	10	13	13	15
Muggsy.	1130-12	39	34	30	22	16	14	18	17	21	25	23	21	7	10	12	12	13	15
Way Out Games	1130-1155	44	38	36	30	20	15	17	25	22	28	28	26	6	8	9	11	12	13

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 28

EFFECTS OF RACE UPON STUDENTS' ATTITUDES TOWARD TELEVISION PROGRAMS BROADCAST ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported their attitudes)[2]

		Attitudes of Students--by Race											
		"1 of my favorites"				"All right/so-so"				"I don't like it"			
Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Sylvester & Tweety. . .	7-725	42.1%	53.8%	52.8%	49.6%	33.2%	23.6%	29.6%	31.3%	5.6%	6.8%	2.8%	7.8%
Tom & Jerry/Grape Ape .	7-755	35.5	62.7	46.8	44.3	39.5	26.5	35.8	35.7	8.5	4.6	4.6	7.8
Woody Woodpecker Show .	7-730	30.3	45.6	42.6	49.1	32.1	26.6	31.5	25.9	8.2	8.2	2.8	6.9
In the News[3]	725-730	12.6	17.5	13.1	16.5	36.3	33.5	27.1	31.3	36.6	28.0	41.1	34.8
Bugs Bunny/Road Runner.	730-825	49.9	61.4	62.0	60.3	34.2	25.1	28.7	26.7	7.8	9.2	3.7	7.8
Mumbly Show	730-755	24.1	39.1	29.8	25.1	17.4	16.7	16.3	15.8	8.7	9.1	11.5	13.2
The Pink Panther	730-9	49.7	56.5	56.0	57.8	34.3	25.4	23.9	25.9	9.9	12.6	12.8	11.2
School House Rock[4]. . .	755-8	18.9	35.1	21.5	23.9	30.5	26.0	33.6	23.9	20.5	10.5	15.0	23.9
Jabberjaw	8-825	36.7	57.7	46.7	45.7	26.1	22.6	29.9	22.4	10.2	6.2	7.5	10.3
Scooby Doo/Dynomutt . .	830-925	50.0	69.1	60.7	55.7	31.9	21.2	25.2	26.1	7.8	4.6	5.6	6.1
Tarzan, Lord of Jungle.	830-855	29.2	49.2	41.7	49.1	23.2	21.4	19.4	20.2	12.7	8.2	12.0	11.4
McDuff, the Talking Dog	9-930	28.4	39.7	29.5	37.7	24.3	23.4	25.7	22.8	11.3	8.8	8.6	10.5
Shazam/Isis Hour. . . .	9-955	22.1	40.5	35.2	29.2	36.5	29.4	35.2	32.7	32.0	22.5	21.3	29.2
The Kroffts Super Show.	930-1055	45.7	66.1	55.1	50.9	22.9	16.6	14.0	20.7	14.0	6.2	14.0	14.7
The Monster Squad . . .	930-10	28.3	35.4	36.8	39.5	23.5	23.7	25.5	27.2	13.3	11.9	13.2	12.3
Ark II.	10-1025	18.5	27.1	23.4	30.7	19.4	19.2	17.8	21.1	12.0	12.6	12.1	15.1
Land of the Lost. . . .	10-1030	33.9	46.1	52.8	50.9	36.3	30.8	30.6	27.6	20.6	14.7	11.1	13.8
Big John, Little John .	1030-11	29.8	42.2	26.2	38.3	23.7	19.8	29.0	28.7	10.3	9.0	11.2	13.9
Clue Club	1030-1055	25.2	39.5	29.9	30.4	20.7	20.8	19.6	25.2	9.6	7.5	10.3	12.2
Fat Albert & Cosby Kids	11-1125	37.6	77.4	48.1	45.2	41.4	18.1	41.7	36.5	14.2	3.1	6.5	12.2
Jr. Almost Anything Goes	11-1125	47.8	63.5	57.2	49.1	30.2	22.7	25.9	31.0	8.2	6.4	9.3	10.3
Kids from C.A.P.E.R.. .	11-1130	26.7	32.4	24.3	41.7	20.0	19.1	17.8	19.1	11.1	11.8	15.9	10.4
Muggsy.	1130-12	23.4	36.6	25.2	31.3	20.6	19.9	22.4	27.0	11.8	9.4	11.2	13.0
Way Out Games	1130-1155	28.9	37.1	27.1	36.6	24.6	21.0	23.4	26.8	10.1	10.3	10.3	11.6

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Of interest is the finding that among the four groups the program which received the greatest expression of preference was "Fat Albert and the Cosby Kids," 77.6% of the Blacks reporting it as a favorite. The percentages of Whites, Spanish-Mexicans, and American Indians similarly reporting were lower--37.6%, 48.1%, and 45.2%, respectively.

Effects of the variable of urban/rural residence

In Table 29, few linear effects of the place of residence were observed. In only five cases were there "trends." The greater the degree of urbanization, the greater was the percentage reporting each program as a favorite: "Land of the Lost," "Fat Albert and the Cosby Kids," "McDuff, the Talking Dog," "Kids from C.A.P.E.R.," and "Way Out Games." The differences among the four residence categories, however often were not great.

In comparing the ends of the urban/rural continuum--Wichita and farm children, twenty-two of the twenty-four programs were reported as favorites by proportionately more Wichita children than their counterparts on farms. With respect to disliked programs, however, the reverse was not true. In only five instances did farm children report proportionately greater distaste. This suggests that farm children are more moderate than urban children in their attitudes toward Saturday morning programs.

Effects of the number of sets in the home

A special analysis was made of the effects of the number of sets in the home upon attitudes of children toward Saturday morning television programs. The rationale for this analysis was based on the recognition that programming on Saturday mornings is beamed primarily toward children. In addition, there may well be a lower incidence of parental viewing, less conflict between parents and children in program selection, and less "preemption" of sets by parents and older siblings. As a result, it was hypothesized that children of the ages surveyed would have greater freedom and latitude in their selection of programs, a wider exposure to more different programs, and perhaps, with multiple-set availability, a dispersion of preferences over a broader spectrum of programs.

Table 30 reports the results of this analysis and provides some support for the rationale and hypothesis advanced above. In preferences for eighteen of the twenty-four programs there appeared to be slight trends--the greater the number of sets in the home, the lower was the percentage of children recording the programs as favorites. In all but one instance, the percentages of children in single-set homes reporting programs as favorites were greater than those so reporting in multiple-set homes.

Table 29

EFFECTS OF PLACE OF RESIDENCE UPON STUDENTS' ATTITUDES TOWARD TELEVISION PROGRAMS BROADCAST ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported their attitudes)[2]

		Attitudes of Students--by Place of Residence											
		"It's one of my favorites"				"It's all right/so-so"				"I don't like it"			
Programs:	Time B'cast	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Sylvester & Tweety. . .	7-725	44.6%	40.1%	42.3%	42.1%	31.2%	34.5%	33.8%	33.1%	5.6%	7.3%	4.7%	3.4%
Tom & Jerry/Grape Ape .	7-755	41.0	35.8	33.9	35.2	36.5	41.8	39.2	43.0	7.7	8.1	9.5	5.0
Woody Woodpecker Show .	7-730	33.1	30.8	32.2	30.7	31.1	32.8	32.0	31.8	8.2	8.5	5.5	5.0
In the News[3].	725-730	14.1	12.8	9.9	11.2	34.6	38.4	37.5	43.6	36.9	35.0	35.9	34.6
Bugs Bunny/Road Runner.	730-825	52.4	49.4	48.9	53.6	32.0	35.9	35.4	34.1	8.2	6.9	6.9	5.6
Mumbly Show	730-755	27.9	21.4	23.8	23.7	11.8	17.4	20.3	18.6	9.3	9.1	7.3	7.9
The Pink Pantner. . . .	730-9	52.2	56.6	48.0	49.4	32.0	36.1	34.7	31.5	9.9	11.6	9.9	12.9
School House Rock[4]. . .	755-8	22.0	18.2	18.6	23.0	29.8	31.3	28.7	30.9	18.5	20.8	19.2	23.6
Jabberbaw	8-825	41.4	34.0	37.3	36.0	24.9	28.8	28.1	27.5	9.9	9.0	9.0	7.9
Scooby Doo/Dynomutt . .	830-925	54.3	49.9	48.0	42.7	28.9	33.8	33.0	37.6	7.7	6.5	6.7	7.3
Tarzan, Lord of Jungle.	830-855	33.0	31.7	32.0	30.3	22.0	24.8	23.8	24.7	12.3	10.5	11.1	12.4
McDuff, the Talking Dog	9-930	31.5	27.3	25.8	24.6	23.4	26.5	25.0	26.8	10.5	11.9	12.4	8.4
Shazam/Isis Hour. . . .	9-955	26.6	21.1	18.9	24.7	34.7	36.7	38.4	37.6	29.3	35.2	30.9	27.0
The Kroffts Super Show.	930-1055	51.1	42.3	44.0	38.5	20.8	26.8	22.6	21.2	12.1	15.1	14.6	17.3
The Monster Squad . . .	930-10	29.6	30.2	30.5	25.8	23.3	25.8	22.5	25.8	13.3	12.7	11.5	10.7
Ark II.	10-1025	20.9	19.2	16.2	19.0	18.7	19.9	21.6	22.9	12.1	12.6	11.5	10.1
Land of the Lost. . . .	10-1030	37.7	34.5	31.6	28.7	33.9	39.6	37.3	42.1	19.4	18.4	21.7	18.0
Big John, Little John .	1030-11	32.4	31.4	27.2	27.9	22.2	26.5	25.1	29.1	10.3	10.4	10.1	8.4
Clue Club	1030-1055	28.9	22.0	24.3	25.7	20.0	23.1	21.9	21.2	9.3	10.6	8.7	10.1
Fat Albert & Cosby Kids	11-1125	44.6	40.1	35.6	34.5	37.0	43.1	42.5	45.2	12.4	11.3	15.4	13.0
Jr. Almost Anything Goes	11-1125	50.8	48.2	45.9	47.2	28.1	30.3	33.4	36.0	8.1	9.4	6.7	5.6
Kids from C.A.P.E.R.. .	11-1130	28.4	28.4	24.6	22.5	19.6	18.9	21.3	21.9	11.6	11.5	9.5	10.7
Muggsy.	1130-12	26.8	22.6	22.1	21.9	19.8	21.8	22.5	27.0	12.0	13.0	9.0	7.3
Way Out Games	1130-1155	30.6	28.6	28.4	25.8	23.6	26.0	24.8	30.3	10.4	11.1	8.0	9.0

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 30

EFFECTS OF THE NUMBER OF SETS IN THE HOME UPON STUDENTS' ATTITUDES
TOWARD TELEVISION PROGRAMS BROADCAST ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported their attitudes)[2]

Programs:	Time B'cast	Attitudes of Students--By Number of Sets in the Home											
		"1 of my favorites"			"All right/so-so"			"I don't like it"			"Never seen it"		
		1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Sylvester & Tweety	7-725	45.4%	42.1%	44.3%	30.4%	34.1%	30.5%	5.4%	5.4%	6.7%	18.8%	18.4%	18.5%
Tom & Jerry/Grape Ape	7-755	44.9	36.9	35.8	36.0	39.6	37.2	6.1	8.0	9.6	12.9	15.5	17.4
Woody Woodpecker Show	7-730	35.7	36.0	31.8	31.6	31.2	31.3	6.5	8.4	9.0	26.1	29.4	27.8
In the News[3]	725-730	13.5	12.9	13.3	33.6	36.2	37.8	37.2	36.6	35.8	15.7	14.3	13.0
Bugs Bunny/Road Runner	730-825	55.6	50.4	48.5	30.9	34.2	33.6	6.9	7.3	9.8	6.7	8.0	8.1
Mumbly Show	730-755	29.1	26.6	22.7	17.1	17.1	17.1	8.4	8.3	11.1	45.4	47.4	49.1
The Pink Panther	730-9	53.1	50.0	49.6	31.9	32.5	34.0	9.2	10.8	10.7	5.8	6.7	5.7
School House Rock[4]	755-8	22.9	20.3	20.0	27.7	31.8	29.9	18.0	19.3	19.8	31.4	28.7	30.2
Jabberjaw	8-825	43.6	39.3	35.5	24.9	26.3	27.2	9.1	9.3	10.8	22.3	25.1	26.5
Scooby Doo/Dynomutt	830-925	55.9	50.7	48.2	29.3	30.7	31.9	6.3	7.2	8.7	8.5	9.4	11.3
Tarzan, Lord of Jungle	830-855	36.2	32.2	28.7	22.6	22.3	23.3	11.1	12.1	13.1	30.1	33.3	35.0
McDuff, the Talking Dog	9-930	32.4	29.6	27.6	22.9	24.0	26.7	9.9	10.8	12.3	34.7	35.6	33.4
Shazam/Isis Hour	9-955	29.4	23.4	21.6	34.3	35.7	36.7	27.4	31.8	31.8	9.0	9.1	9.9
The Kroffts Super Show	930-1055	51.8	48.4	44.7	20.4	22.4	23.1	12.2	12.6	14.7	15.6	16.5	17.5
The Monster Squad	930-10	31.7	30.3	26.5	23.3	23.0	25.2	12.4	12.5	14.5	32.6	34.1	33.8
Ark II	10-1025	22.5	19.6	18.0	18.9	18.8	21.5	11.4	12.3	12.3	47.2	49.3	48.2
Land of the Lost	10-1030	40.3	35.8	32.5	35.5	34.7	36.1	16.4	20.3	21.5	7.9	9.2	9.9
Big John, Little John	1030-11	34.3	30.3	30.0	23.3	23.1	24.2	9.4	10.0	11.5	33.1	36.5	34.3
Clue Club	1030-1055	29.3	27.5	24.1	21.4	20.4	20.9	9.7	8.4	11.3	39.7	43.8	43.8
Fat Albert & Cosby Kids	11-1125	43.8	41.6	42.6	38.4	39.3	38.6	11.8	12.9	12.8	6.0	6.2	6.1
Jr. Almost Anything Goes	11-1125	51.5	49.3	49.3	27.7	29.5	30.6	7.5	8.3	8.3	13.4	12.8	11.8
Kids from C.A.P.E.R.	11-1130	31.7	27.0	24.5	18.6	19.5	21.8	10.2	11.0	13.2	39.6	42.5	40.6
Muggsy	1130-12	28.8	24.0	23.7	19.6	21.3	21.4	10.8	11.7	12.5	40.7	43.0	42.4
Way Out Games	1130-1155	30.5	29.8	30.0	24.2	23.8	24.9	9.1	10.0	11.6	36.2	36.4	33.5

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

CHAPTER VI

STUDENTS' REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF TELEVISION PROGRAMS

The preceding chapter presented analyses of the attitudes of school children in the fourth through the ninth grades toward specific television programs broadcast in the evenings from 6:00 to 10:00 P.M. and on Saturday morning from 7:00 to noon. In this chapter, analyses will be made of students' reports of the parental guidance they received on the viewing of those programs.

Data for the analyses were obtained from responses to Part B of Section Two of the questionnaire in which, for each listed program, students were asked to select one of five choices which characterized the guidance received from their parents: "I must watch it"; "I should watch it, but don't have to"; "They don't care if I do or don't watch it"; "I shouldn't watch it, but I may if I wish"; or "I must not watch it." The choices represented a five-point scale along an encouragement-discouragement continuum, ranging from required viewing ("I must watch it") to prohibited viewing ("I must not watch it"). Frequently throughout the chapter the term "positive" guidance will be used to describe the first two choices. "Negative guidance" will apply to the last two choices. "No advice" or "lack of guidance" will denote the middle choice.

It should be kept in mind that the students' reports represent *their perception* of the parental guidance they received on the specific programs listed on the questionnaire. Later, in Chapter IX, the *parents*' perceptions of the guidance provided will be reported and compared with those of their children, based on the matched samples of parents and students as described in Chapter II, "Methodology."

Much of this chapter will be devoted to extensive tabular analyses of the data which the readers are invited to examine. The narrative portion of the text will be confined to "highlights," significant findings, and generalizations as they may be warranted by the detailed data.

Students' Reports of Parental Guidance on Evening Television Programs

An overview

The most significant finding. At the outset, before proceeding to tabular reports of the responses of all students, and subsequently to the effects of the several demographic variables, it might be helpful to underscore the most significant finding derived from the analyses:

> The vast majority of the students reported no parental guidance on the viewing of each evening television program listed on the questionnaire.

For each program, most students selected the middle choice: "They (the parents) don't care if I do or don't watch it."

From 80% to 88% of the students reported receiving no parental guidance on seventy-four of the eighty-six programs analyzed. For ten of the other twelve, the percentages ranged from 70% to 79%. For the remaining two programs, the percentages reporting "no guidance" were 63% and 67% (see "Sybil" and "Rich Man, Poor Man II" in Table 32). The unweighted average of the percentages reporting no parental guidance on the eighty-six program listings was 83.2%

Programs on which the most guidance was received. Having observed the relatively low incidence of parental guidance, questions which naturally arose were: What were the programs on which the students reported the most guidance? What relationships, if any, existed between the students' perception of parental guidance and their attitudes toward those programs? What types of programs were they? In an attempt to seek answers to these questions, data were extracted from subsequent tables and from tables in the preceding chapter and are assembled in Table 31, below. The latter lists the programs for which at least 10% of the students reported either positive or negative guidance--positive, in the sense that the students reported they "must" or "should" watch the program; negative, in the sense that they reported they "should not" or "must not" watch the program. Table 31 also classifies each program by type, provides the percentages who reported it as a "favorite," "disliked," or "never seen," and identifies the time of broadcast and the network or station of origin.

Before proceeding to Table 31, the distinction that was drawn earlier in Chapter V between two types of situation comedies should be repeated--a distinction which, admittedly, is a personal, subjective, subtle one. "Adult" situation comedies, in my judgment, contain program content that is probably understood and enjoyed more by adults. "Family" situation comedies on the other hand, are those in which the program content has broader appeal to both adults and children. The actual plot of the programs in either category may or may not involve portrayals of families per se.

It is possible, even probable, that on occasion students may have rationalized their reports of parental guidance. To an unknown extent, they may have reported positive guidance on the programs they like and negative guidance on those they dislike. While this type of selective perception may have occurred, however, Table 31 reveals some notable exceptions. The three programs for which students reported proportionately the greatest positive guidance were also programs that were disliked by sizeable proportions of the students.

Table 31

PROGRAMS FOR WHICH THE MOST POSITIVE AND NEGATIVE PARENTAL GUIDANCE WAS REPORTED BY STUDENTS

(Reported by 10% or more students, for each category of guidance)

	Percentages of Students Reporting:						
POSITIVE Guidance on These Programs:	Must/Should Watch	Favorite	Disliked	Never Seen	Type#	Time B'cast	Network/ Station
*Local TV News (Avg.)	22%	5%	33%	8%	NEW	M-Sa-6:00	---
*60 Minutes	15	3	46	38	DOC	Sun-6:00	CBS
*Wild Kingdom	15	21	27	12	AML	Mon-6:30	CBS
*Captain & Tennille	13	66	6	3	MCV	Mon-7:00	ABC
*Happy Days	13	85	1	-	FSC	Tue-7:00	ABC
*Little House on Prairie	13	39	16	5	FDR	Mon-7:00	NBC
Monday Nite Football	13	40	31	8	SPT	Mon-8:00	ABC
Starsky & Hutch	12	80	3	1	P/D	Sat-8:00	ABC
*Bill Cosby Show	11	43	8	16	MCV	Sun-6:00	ABC
*Donnie & Marie	11	55	12	2	MCV	Fri-7:00	ABC
*Laverne & Shirley	11	67	6	1	FSC	Tue-7:30	ABC
*Six Million Dollar Man	11	56	6	1	S/F	Sun-6:00	ABC
*Welcome Back, Kotter	11	78	3	1	FSC	Thu-8:00	ABC
*World of Disney	11	33	3	2	ADV	Sun-6:00	NBC
*Emergency	10	45	9	1	ADV	Sat-7:00	NBC
*Good Times	10	49	14	7	FSC	Wed-7:00	CBS
*Holmes & Yoyo	10	62	6	7	FSC	Sat-7:00	ABC
*Mr. T. & Tina	10	41	13	13	FSC	Sat-7:00	ABC
*Partridge Family (Avg.)	10	53	6	1	FSC	M-F-6:30	ABC
*Sanford and Son	10	45	12	3	FSC	Fri-7:00	NBC
*To Tell the Truth (Avg.)	10	17	17	1	Q/G	M-F-6:00	ABC

NEGATIVE Guidance on These Programs:	Shouldn't/ Mustn't						
*Sybil	29%	28%	12%	41%	ADR	Sun-7:00	NBC
Rich Man, Poor Man II	24	30	22	27	ADR	Tue-8:00	ABC
Executive Suite	18	8	13	69	ADR	Mon-9:00	CBS
Family	15	43	13	23	ADR	Tue-9:00	ABC
Delvecchio	15	9	16	56	P/D	Sun-9:00	CBS
Maude	14	23	27	24	ASC	Mon-8:00	CBS
Serpico	14	16	11	52	P/D	Fri-9:00	NBC
All's Fair	13	21	11	48	ASC	Mon-8:30	CBS
Blue Knight	13	15	18	43	P/D	Wed-9:00	CBS
*Sonny & Cher	12	16	32	7	MCV	Sun-7:00	CBS
Kojak	11	15	37	8	P/D	Sun-8:00	CBS
Most Wanted	11	24	9	42	P/D	Sat-9:00	ABC
One Day at a Time	11	42	12	22	FSC	Tue-8:30	CBS
*60 Minutes	11	3	46	38	DOC	Sun-6:00	CBS
*This Week: Looking In	11	1	13	80	P/A	Thu-6:30	CBS
Alice	10	24	13	38	ASC	Wed-8:30	CBS
*Ball Four	10	15	11	61	FSC	Wed-7:30	CBS
The Quest	10	24	10	48	ADV	Wed-9:00	NBC

---

* Broadcast during the "family viewing period," 6:00-8:00 P.M. CST.

# - Legend: ADR "Adult drama"; ADV = "Adventure drama"; AML = "Animal-Nature" show' ASC = "Adult situation comedy"; DOC = "Documentary"; FDR = "Family drama"; FSC = "Family situation comedy"; MCV = Musical/comedy variety"; NEW = "Newscasts"; P/A = "Public affairs program"; P/D = "Police-detective drama"; Q/G = "Quiz-Games" shows; S/F = "Science fantasy"; SPT = "Sports" broadcast.

With respect to the twenty-one programs for which students reported the most positive guidance, here are some of the "highlights":

1. All but two of the twenty-one programs were broadcast during the "family viewing period" (6:00-8:00 P.M., CST).

2. Only one of the fourteen "police-detective dramas" on the questionnaire--"Starsky & Hutch"--appeared in the list of programs receiving the most positive parental guidance.

3. The three programs at the top of the list--"local TV news," "60 Minutes," and "Wild Kingdom"--were devoted more to information than to entertainment.

4. The percentages reporting lack of familiarity with the programs generally were much lower among those for which the most positive guidance was evident, with one exception: "60 Minutes."

With respect to the programs for which the students reported the most negative guidance, here are some of the "highlights":

1. Thirteen of the eighteen programs were broadcast after the end of the "family viewing period."

2. Four of the five programs receiving the most negative guidance, as reported by the students, were the only four "serious adult dramas" appearing on the questionnaire. The category of "serious adult drama" excludes "police-detective," "adventure," and "science-fantasy" dramas.

3. With two exceptions, the programs receiving the most negative parental guidance were those that sizeable proportions of students reported as having "never seen." The exceptions were "Sonny & Cher" and "Kojak."

4. Only two of the programs receiving the most negative parental guidance appeared in the list of the "top twenty favorites" (see Table 19). The two exceptions were "Family" and "One Day at a Time."

Incidence of guidance for all listed programs. Table 32 reveals that of the eighty-six program listings, more positive than negative guidance was reported for fifty-six. The reverse was true for twenty-six programs, and reports of positive and negative guidance were about equal proportionately for the remaining four. It would appear, therefore, that the overall ratio of positive to negative guidance, as reported by the students, was about two to one.

Effects of the variable of sex

An inspection of Table 32 reveals very little difference between boys and girls in their reports of parental guidance. In fact, differences as high as 3% or more were reported in only eight cases: positive guidance on "Monday Nite Football" and "Emergency" was reported by proportionately more boys than girls; girls received proportionately more positive guidance on "local TV news" on each of the six nights, Monday through Saturday; more

Table 32

STUDENT REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS, 6:00-10:00 P.M.*

(Percentages of boys and girls in the fourth through the ninth grades who reported parental guidance)**

		Parental Guidance Reported by Students--Overall and by Sex														
	Time	Must watch			Should watch			"Don't care"			Shouldn't watch			Mustn't watch		
Sunday Programs:	B'cast	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl
Bill Cosby Show. . . .	6 - 7	5%	5%	5%	6%	6%	5%	85%	84%	86%	3%	4%	2%	2%	2%	2%
60 Minutes	6 - 7	2	2	2	13	12	13	75	74	77	5	6	4	6	7	5
World of Disney. . . .	6 - 7	3	3	3	8	9	7	87	85	88	2	2	1	1	1	1
Six Million Dollar Man	7 - 8	6	6	5	5	6	4	85	84	87	3	4	3	1	1	1
Sonny & Cher Show. . .	7 - 8	3	3	3	5	5	4	81	80	81	7	8	7	5	5	5
Sybil (The Big Event).	7 - 10	3	3	4	5	5	5	63	66	60	15	13	17	14	13	14
Kojak.	8 - 9	3	4	3	5	6	4	81	80	82	6	7	6	5	5	5
Delvecchio	9 - 10	2	2	2	4	5	3	80	79	82	7	8	6	8	7	8
Monday Programs:																
Local TV news.	6-630	4	4	3	20	18	23	70	72	69	3	3	2	3	3	3
To Tell the Truth. . .	6-630	4	4	4	8	8	7	85	84	87	2	3	2	1	1	1
Adam 12.	630-7	4	5	4	5	6	5	85	84	86	4	4	4	2	2	2
Partridge Family . . .	630-7	6	6	6	5	6	4	86	85	87	2	3	2	1	1	1
Wild Kingdom	630-7	4	6	3	11	10	12	80	80	80	3	3	2	2	2	2
Captain & Tennille . .	7 - 8	8	7	8	5	6	5	84	83	85	2	3	2	1	1	1
Little House on Prairie	7 - 8	5	4	6	8	8	8	83	82	84	2	3	1	2	2	1
Rhoda.	7-730	4	3	4	5	6	4	84	82	85	5	5	4	4	4	3
Phyllis.	730-8	3	3	3	5	5	4	83	82	84	5	6	5	4	5	4
Maude.	8-830	3	4	3	4	5	4	79	79	79	7	7	7	7	6	7
Monday Nite Football .	8 - 11	7	10	3	6	7	4	80	78	83	4	3	4	4	2	6
All's Fair	830-9	3	3	3	4	4	3	80	80	81	6	6	6	7	7	7
Executive Suite. . . .	9 - 10	2	1	2	4	4	3	77	76	78	7	8	7	11	10	11

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 32 (cont'd)

Parental Guidance Reported by Students--Overall and by Sex

	Time	Must watch			Should watch			"Don't care"			Shouldn't watch			Mustn't watch		
Tuesday Programs:	B'cast	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl
Local TV news.	6-630	4%	4%	3%	20%	17%	23%	72%	73%	70%	2%	3%	2%	3%	3%	2%
To Tell the Truth. . .	6-630	4	4	4	6	6	5	88	87	90	2	2	2	1	1	1
Adam 12.	630-7	4	5	3	5	6	4	87	86	88	3	3	3	2	1	2
Partridge Family . . .	630-7	6	5	6	4	6	3	87	86	88	2	2	2	1	1	1
The Muppets.	630-7	4	4	4	5	5	5	85	84	87	3	4	2	3	3	4
Baa Baa Black Sheep. .	7 - 8	5	6	3	4	5	4	82	82	81	5	4	6	4	3	6
Happy Days	7-730	9	9	9	4	5	3	85	84	85	2	2	2	1	1	1
Laverne & Shirley. . .	730-8	8	6	8	4	5	3	85	85	85	2	2	2	1	2	1
MASH	8-830	5	5	4	5	6	4	83	83	84	4	4	4	3	2	4
Police Woman	8 - 9	5	4	5	4	5	3	82	82	83	5	5	5	4	4	4
Rich Man, Poor Man II.	8 - 9	5	5	5	4	4	3	67	68	66	11	10	12	13	12	14
One Day at a Time. . .	830-9	4	4	4	4	5	3	81	80	82	6	6	6	5	5	5
Family	9 - 10	5	5	6	4	5	4	76	75	77	7	8	6	8	8	8
Police Story	9 - 10	4	4	3	5	5	4	82	81	83	5	5	5	4	4	4
Switch	9 - 10	3	4	2	4	5	4	84	83	84	4	4	4	5	4	5
Wednesday Programs:																
Local TV news.	6-630	4	4	3	19	16	22	73	75	71	2	3	2	3	3	3
To Tell the Truth. . .	6-630	4	4	4	6	6	6	88	87	88	2	2	1	1	1	1
Adam 12.	630-7	4	5	4	5	5	4	86	84	87	3	4	3	2	2	3
Partridge Family . . .	630-7	6	6	6	5	6	3	87	86	88	2	2	2	1	1	1
The Jeffersons	630-7	5	5	5	4	5	3	85	85	85	4	4	3	3	2	3
Good Times	7-730	6	6	6	4	5	4	86	85	87	3	3	2	1	1	2
Hollywood Squares. . .	7-730	2	2	2	5	5	5	86	85	87	4	5	3	4	4	4
Ball Four.	730-8	2	3	2	4	4	3	84	83	85	4	5	4	6	5	7
All in the Family. . .	8-830	5	5	6	4	5	4	83	83	83	4	4	5	3	3	4
Alice.	830-9	3	3	4	4	4	3	83	82	84	5	6	4	5	5	5
The Blue Knight. . . .	9 - 10	3	3	2	4	4	3	80	81	80	6	6	6	7	6	9
The Quest.	9 - 10	3	4	3	4	5	4	83	83	83	4	4	4	6	5	7

See footnotes at the bottom of the first page of the table.

Table 32 (cont'd)

Thursday Programs:	Time B'cast	Parental Guidance Reported by Students--Overall and by Sex Must watch All	 Must watch Boy	 Must watch Girl	 Should watch All	 Should watch Boy	 Should watch Girl	 "Don't care" All	 "Don't care" Boy	 "Don't care" Girl	 Shouldn't watch All	 Shouldn't watch Boy	 Shouldn't watch Girl	 Mustn't watch All	 Mustn't watch Boy	 Mustn't watch Girl
Local TV news.	6-630	3%	4%	3%	18%	15%	20%	74%	76%	73%	2%	3%	2%	3%	3%	3%
To Tell the Truth. . .	6-630	4	4	4	6	7	5	87	86	89	2	2	1	1	1	1
Adam 12.	630-7	5	5	4	4	5	3	87	86	88	3	3	3	2	2	2
Partridge Family . . .	630-7	6	6	6	4	5	3	87	86	89	2	2	2	1	1	1
This Week: Looking In.	630-7	1	1	1	5	5	5	85	83	85	4	5	3	7	6	7
Gemini Man	7 - 8	5	6	5	4	5	3	86	85	86	3	3	3	3	2	4
Welcome Back, Kotter .	7-730	8	8	8	3	5	2	85	84	86	3	3	3	1	1	2
Barney Miller.	730-8	4	5	4	4	5	3	86	84	87	3	3	3	3	3	3
Hawaii Five-O.	8 - 9	4	5	4	4	5	3	85	84	86	4	4	4	3	2	3
Tony Randall Show. . .	8-830	3	4	3	4	5	3	87	85	88	3	3	3	3	3	3
Nancy Walker Show. . .	830-9	4	4	4	4	5	3	85	84	87	4	4	3	3	3	3
Barnaby Jones.	9 - 10	3	3	3	4	5	3	86	84	87	4	4	4	4	4	4
Dick Van Dyke & Co.. .	9 - 10	5	5	5	4	5	3	86	85	87	2	3	2	3	2	2
Streets San Francisco	9 - 10	4	5	3	4	5	4	85	84	85	4	4	4	3	3	4
Friday Programs:																
Local TV news.	6-630	3	4	3	17	15	20	75	76	73	2	3	2	3	3	3
To Tell the Truth. . .	6-630	4	4	4	6	7	5	88	86	89	2	2	1	1	1	1
Adam 12.	630-7	4	5	4	4	5	3	87	85	89	3	3	3	2	2	2
Andy Williams.	630-7	2	2	2	4	4	3	86	85	87	4	4	3	5	5	5
Partridge Family . . .	630-7	6	5	6	4	5	3	87	86	88	2	2	2	1	1	1
Donnie & Marie. . . .	7 - 8	7	7	8	4	5	3	86	85	86	2	2	2	1	1	1
Lawrence Welk.	7 - 8	2	2	2	5	5	4	85	83	86	4	4	3	5	5	5
Sanford and Son. . . .	7-730	6	7	6	4	5	3	86	85	87	3	3	2	1	1	2
Chico and the Man. . .	730-8	5	5	5	4	5	3	87	86	88	3	3	2	2	1	2
Rockford Files	8 - 9	4	5	4	4	5	3	86	85	87	4	4	4	2	2	3
Serpico.	9 - 10	3	4	2	3	4	2	80	80	81	6	6	6	8	7	9

See footnotes at the bottom of the first page of the table.

Table 32 (cont'd)

		Parental Guidance Reported by Students--Overall and by Sex														
	Time	Must watch			Should watch			"Don't care"			Shouldn't watch			Mustn't watch		
Saturday Programs:	B'cast	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl
Local TV news.	6-630	3%	4%	3%	18%	15%	21%	74%	76%	71%	2%	3%	2%	3%	3%	3%
Hollywood Squares. . .	6-630	2	2	1	5	5	4	88	86	89	3	4	3	3	4	3
Dolly.	630-7	3	2	4	3	4	3	86	85	87	4	4	3	4	5	4
Hee Haw.	630-730	4	4	4	4	5	3	86	85	88	3	4	3	3	3	3
Emergency.	7 - 8	6	6	6	4	6	3	87	86	88	2	2	2	1	1	1
Holmes & Yoyo.	7-730	7	8	7	3	4	2	87	85	88	2	2	2	1	1	1
Doc.	730-8	3	3	3	3	4	3	87	86	88	4	4	3	4	3	4
Mr. T & Tina	730-8	6	6	6	4	5	3	87	86	88	2	2	2	1	1	2
Mary Tyler Moore Show.	8-830	3	3	3	4	5	3	87	86	89	3	4	2	3	3	3
Starsky & Hutch. . . .	8 - 9	9	9	9	3	4	3	84	83	85	3	3	3	1	1	2
Bob Newhart Show . . .	830-9	3	3	3	4	5	4	87	85	88	3	4	3	4	3	4
Carol Burnett Show . .	9 - 10	5	4	5	4	5	3	85	84	86	3	4	2	3	3	3
Most Wanted.	9 - 10	4	4	3	3	4	2	83	82	83	5	5	5	6	5	6

See footnotes at the bottom of the first page of the table.

negative guidance was reported by girls for "Sybil," "Monday Nite Football," "Rich Man, Poor Man II," "Baa Baa Black Sheep," and "The Blue Knight."

One is led to the conclusion that the variable of sex had little effect on the degree or direction of guidance provided by parents of children in the fourth through the ninth grades.

Effects of the grade level of students

While the variable of sex was observed to have little effect, the grade level of the students, reflecting both age and education, had demonstratable effects as shown in Table 33. With very few exceptions, there were trends observed in the guidance reported by children in the fourth through the eighth grades--the lower the grade level, the higher were the percentages who reported both positive and negative guidance. Consonantly, in the same five grades, the higher the grade level the higher were the percentages reporting no parental advice. In the rare occasions where trends were not "linear," the exceptions to the generalization were found in roughly equal percentages reported in adjacent grade levels.

Eighth and ninth graders, although reporting less parental guidance than their younger colleagues, differed little among themselves in their reports of guidance received on all eighty-six program listings.

Effects of the variable of race

Table 34 provides an analysis of the differences among the four racial/ethnic groups in their respective reports of parental guidance on the viewing of specific programs. Some definite effects attributable to this variable are apparent and are highlighted below.

1. For eighty-four of the eighty-six program listings, the percentages reporting positive parental guidance were lower among White students than among those of the other three groups.

2. In seventy-eight of the eighty-six cases, reports of positive guidance were proportionately higher among Black students.

3. For all but three cases, the incidence of "no advice" was lower among Black students than among those of the other groups. The percentages of Blacks so reporting were generally in the "sixties" and "seventies," compared with the "eighties" generally reported by White students.

4. The incidence of negative guidance was higher among all three of the minority groups than among White students for thirteen programs: "60 Minutes," "Local TV news," "Monday Nite Football," "Executive Suite," "Hollywood Squares," "The Quest," "This Week: Looking In," "Dick Van Dyke & Co.," "Andy Williams," "Donnie & Marie," "Lawrence Welk," "Doc," and "The Bob Newhart Show."

Table 33

EFFECTS OF AGE AND EDUCATION (GRADE LEVEL) UPON STUDENTS' REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported parental guidance)**

		Parental Guidance Reported by Students--by Grade Level																	
		Must/should watch						"Don't care"						Shouldn't/mustn't watch					
Sunday Programs:	Time B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Bill Cosby Show. . . .	6 - 7	23%	16%	11%	7%	4%	5%	67%	79%	84%	90%	93%	93%	10%	5%	5%	3%	4%	2%
60 Minutes	6 - 7	19	14	16	13	13	12	59	72	71	81	83	83	22	14	13	6	4	5
World of Disney. . . .	6 - 7	23	15	13	8	6	3	72	83	85	91	93	95	5	2	2	1	1	2
Six Million Dollar Man	7 - 8	23	15	10	7	4	4	69	80	83	89	92	93	8	5	5	4	4	3
Sonny & Cher Show. . .	7 - 8	18	12	6	4	2	3	64	75	78	85	90	90	18	14	15	11	8	8
Sybil (The Big Event).	7 - 10	14	10	9	7	5	5	41	54	61	66	74	80	46	36	30	28	21	15
Kojak.	8 - 9	21	12	8	6	3	4	60	75	80	84	92	91	20	14	12	10	6	5
Delvecchio	9 - 10	11	7	6	4	3	2	57	73	77	86	92	92	32	20	17	10	6	6
Monday Programs:																			
Local TV News.	6-630	29	23	27	24	22	19	57	69	67	73	76	79	14	9	6	3	2	2
To Tell the Truth. . .	6-630	24	15	11	8	6	6	69	81	85	90	92	93	7	4	4	2	2	2
Adam 12.	630-7	22	13	8	6	4	4	68	80	85	89	93	94	10	8	7	5	3	3
Partridge Family . . .	630-7	25	15	12	8	3	3	69	81	84	91	93	94	7	4	4	1	3	3
Wild Kingdom	630-7	26	16	17	15	11	9	62	77	79	82	88	89	12	8	4	3	2	2
Captain & Tennille . .	7 - 8	28	18	13	10	5	4	65	78	83	88	93	95	7	4	4	2	2	2
Little House on Prairie	7 - 8	25	18	15	11	7	6	67	78	81	87	91	92	9	5	4	2	2	2
Rhoda.	7-730	21	11	8	6	3	2	63	77	83	89	93	93	16	11	9	6	4	4
Phyllis.	730-8	18	11	7	5	3	3	64	76	82	88	92	94	18	13	11	7	6	4
Maude.	8-830	19	10	8	5	7	3	62	72	76	83	88	89	20	19	16	11	10	8
Monday Nite Football .	8 - 11	24	16	13	9	6	6	60	73	79	86	90	91	16	11	8	5	4	3
All's Fair	830-9	17	9	7	5	3	2	60	73	78	85	90	92	23	18	15	11	7	6
Executive Suite. . . .	9 - 10	12	7	6	3	2	2	53	69	72	83	88	92	35	24	21	14	10	7

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 33 (cont'd)

		Parental Guidance Reported by Students--by Grade Level																	
	Time	Must/should watch						"Don't care"						Shouldn't/mustn't watch					
Tuesday Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Local TV news.	6-630	28%	23%	26%	24%	21%	18%	59%	70%	70%	73%	77%	80%	13%	7%	4%	2%	2%	3%
To Tell the Truth. . .	6-630	21	12	9	6	5	4	73	84	88	93	93	95	6	4	4	1	2	1
Adam 12.	630-7	21	13	8	6	4	3	71	81	86	90	93	95	8	6	5	4	2	2
Partridge Family . . .	630-7	23	14	10	7	4	3	71	83	87	91	94	95	6	3	3	2	2	2
The Muppets.	630-7	20	11	8	7	3	2	67	81	84	90	92	94	13	7	8	3	5	4
Baa Baa Black Sheep. .	7 - 8	18	12	11	7	5	3	63	74	78	87	89	94	19	14	11	6	5	3
Happy Days	7-730	28	19	14	10	6	5	68	78	84	89	93	94	5	3	3	1	2	1
Laverne & Shirley. . .	730-8	25	16	12	8	5	4	68	79	84	90	93	94	7	5	4	2	2	2
MASH	8-830	23	13	9	7	5	3	67	78	83	87	90	93	11	9	8	6	5	4
Police Woman	8 - 9	19	13	9	7	4	3	66	77	81	85	90	93	15	10	10	8	6	5
Rich Man, Poor Man II .	8 - 9	17	10	9	7	5	5	50	60	63	68	77	83	33	30	28	25	18	13
One Day at a Time. . .	830-9	18	10	9	6	4	2	66	75	79	85	89	92	16	75	13	9	8	6
Family	9 - 10	18	13	11	8	5	4	56	69	73	79	87	90	26	18	17	13	8	6
Police Story	9 - 10	18	11	9	6	4	3	66	75	80	87	91	93	16	14	12	7	5	4
Switch	9 - 10	17	10	9	6	3	3	65	77	81	88	93	95	18	13	11	6	4	3
Wednesday Programs:																			
Local TV news.	6-630	28	23	25	24	19	18	60	70	71	75	79	80	12	8	5	2	1	2
To Tell the Truth. . .	6-630	21	13	10	6	5	4	73	84	86	92	94	95	6	4	3	1	2	1
Adam 12.	630-7	22	13	8	6	4	3	69	79	85	90	04	05	9	8	7	4	2	2
Partridge Family . . .	630-7	24	15	11	7	4	3	71	82	86	91	94	95	6	3	3	1	2	2
The Jeffersons	630-7	19	13	9	6	3	3	67	79	83	90	93	95	12	9	8	4	4	2
Good Times	7-730	23	14	11	7	4	4	70	81	84	90	94	94	7	5	5	3	2	2
Hollywood Squares. . .	7-730	16	10	6	4	2	3	68	80	84	92	94	94	16	9	10	4	4	3
Ball Four.	730-8	13	8	6	4	2	2	66	78	83	89	93	93	22	14	11	7	6	4
All in the Family. . .	8-830	22	13	9	6	4	4	66	78	83	87	91	91	12	9	8	7	5	5
Alice.	830-9	16	10	7	4	3	3	65	78	80	86	93	93	19	12	12	9	5	4
The Blue Knight. . . .	9 - 10	14	9	7	5	3	2	59	71	79	85	92	93	27	20	14	10	5	4
The Quest.	9 - 10	16	10	10	5	3	3	64	75	80	90	93	94	20	15	11	6	3	3

See footnotes at the bottom of the first page of the table.

Table 33 (cont'd)

		Parental Guidance Reported by Students--by Grade Level																	
	Time	Must/should watch						"Don't care"						Shouldn't/mustn't watch					
Thursday Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Local TV news.	6-630	24%	20%	23%	22%	19%	16%	63%	73%	72%	76%	80%	81%	13%	7%	5%	2%	2%	3%
To Tell the Truth. . .	6-630	23	14	10	6	5	4	72	83	88	93	94	94	6	3	3	1	1	2
Adam 12.	630-7	20	11	8	5	4	3	70	82	86	91	95	95	10	7	6	4	2	2
Partridge Family . . .	630-7	23	13	11	7	3	3	72	84	86	91	95	94	6	3	3	2	2	3
This Week: Looking In.	630-7	10	8	6	5	4	3	65	77	82	90	92	94	25	14	12	5	4	4
Gemini Man	7 - 8	19	13	9	6	3	3	68	80	85	90	95	95	13	7	6	4	2	3
Welcome Back, Kotter .	7-730	24	16	11	9	4	4	68	80	84	89	93	94	8	5	5	2	3	3
Barney Miller.	730-8	20	11	8	6	3	3	68	81	84	90	94	94	13	8	8	4	2	3
Hawaii Five-O.	8 - 9	20	10	8	6	3	3	68	80	83	89	94	94	13	10	9	5	3	3
Tony Randall Show. . .	8-830	18	11	7	4	3	2	70	82	85	91	95	94	12	7	8	5	3	4
Nancy Walker Show. . .	830-9	21	11	8	4	3	2	68	79	84	90	94	94	11	9	8	6	4	4
Barnaby Jones.	9 - 10	17	11	6	5	3	2	67	80	85	91	94	94	17	9	9	4	3	3
Dick Van Dyke & Co.. .	9 - 10	20	13	9	7	3	3	67	81	85	90	95	94	13	7	6	3	2	3
Streets San Francisco.	9 - 10	19	12	8	5	3	3	68	78	83	89	94	94	14	11	8	6	3	4
Friday Programs:																			
Local TV news.	6-630	24	20	23	22	19	16	63	74	72	76	80	81	13	6	5	2	1	2
To Tell the Truth. . .	6-630	24	14	9	7	5	3	71	83	89	92	94	95	5	3	3	1	1	2
Adam 12.	630-7	19	12	8	5	4	3	71	82	86	91	95	95	10	6	6	4	2	3
Andy Williams.	630-7	13	8	7	4	2	2	70	81	84	91	96	95	18	12	10	5	2	3
Partridge Family . . .	630-7	22	14	11	7	3	4	73	83	86	92	95	94	6	3	4	1	2	2
Donnie & Marie	7 - 8	26	17	12	7	4	3	69	80	84	91	94	95	5	3	4	2	2	2
Lawrence Welk.	7 - 8	14	10	7	5	3	3	66	80	82	89	94	93	20	10	11	6	3	4
Sanford and Son. . . .	7-730	23	14	10	7	4	4	70	81	84	92	94	94	7	5	5	2	2	2
Chico and the Man. . .	730-8	21	12	8	6	3	4	71	82	86	92	95	95	8	5	5	2	2	2
Rockford Files	8 - 9	19	12	9	6	3	3	68	82	84	90	94	94	13	7	6	4	2	3
Serpico.	9 - 10	12	7	8	5	3	2	58	74	78	86	91	93	31	19	14	9	6	5

See footnotes at the bottom of the first page of the table.

Table 33 (cont'd)

		Parental Guidance Reported by Students--by Grade Level																	
	Time	Must/should watch						"Don't care"						Shouldn't/mustn't watch					
Saturday Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Local TV news.	6-630	25%	21%	24%	22%	19%	17%	62%	72%	71%	75%	80%	80%	14%	7%	5%	3%	1%	3%
Hollywood Squares. . .	6-630	16	9	5	3	2	2	72	82	87	93	95	94	12	9	8	4	3	4
Dolly.	630-7	14	10	6	3	2	2	69	79	84	92	95	95	17	10	10	6	3	4
Hee Haw.	630-730	19	11	7	4	3	2	71	82	84	92	94	94	11	7	9	5	3	4
Emergency.	7 - 8	26	13	11	7	5	4	70	83	87	91	95	94	4	4	2	2	1	2
Holmes & Yoyo.	7-730	25	15	11	8	4	4	71	81	86	91	95	95	5	4	3	2	1	1
Doc.	730-8	15	9	6	3	2	2	70	81	86	93	95	96	15	10	9	5	3	2
Mr. T. & Tina.	730-8	23	13	9	6	3	3	70	81	87	93	95	95	8	6	3	2	2	2
Mary Tyler Moore Show.	8-830	19	11	6	4	3	3	71	83	86	92	95	94	10	7	8	4	3	3
Starsky & Hutch. . . .	8 - 9	26	15	14	8	5	5	66	79	81	88	93	93	8	6	5	4	2	2
Bob Newhart Show . . .	830-9	16	11	6	4	2	2	69	81	86	91	95	95	15	8	8	5	3	3
Carol Burnett Show . .	9 - 10	21	12	9	5	3	3	68	80	84	90	94	94	11	8	8	5	3	3
Most Wanted.	9 - 10	15	9	8	5	3	3	63	77	79	87	93	94	22	14	14	9	4	3

See footnotes at the bottom of the first page of the table.

Table 34

EFFECTS OF RACE UPON STUDENTS' REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported parental guidance)**

		Parental Guidance Reported by Students--by Race of Student											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Sunday Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Bill Cosby Show. . . .	6 - 7	8.5%	21.8%	16.5%	15.5%	87.1%	72.6%	79.8%	75.0%	4.4%	5.6%	3.7%	9.5%
60 Minutes	6 - 7	13.5	19.0	17.0	13.6	77.3	64.0	67.0	67.8	9.2	17.0	16.0	18.6
World of Disney. . . .	6 - 7	9.1	20.1	20.9	14.3	89.0	75.3	78.2	81.5	1.9	4.6	0.9	4.2
Six Million Dollar Man	7 - 8	8.1	21.3	21.8	13.6	87.0	74.5	76.4	84.7	4.9	4.2	1.8	1.7
Sonny & Cher Show. . .	7 - 8	6.0	14.6	11.2	12.8	81.7	75.2	79.4	76.9	12.3	10.1	9.3	10.3
Sybil (The Big Event).	7 - 10	6.8	15.6	9.5	13.4	62.9	64.6	63.8	64.3	30.3	19.8	26.7	22.3
Kojak.	8 - 9	6.8	17.1	11.3	16.5	82.5	21.1	77.4	76.5	10.7	11.8	11.3	7.0
Delvecchio	9 - 10	4.1	11.7	10.6	10.5	82.3	70.3	73.1	74.6	13.6	18.0	16.3	14.9
Monday Programs:													
Local TV news.	6-630	22.6	31.0	25.0	24.6	72.7	57.2	63.0	66.1	4.7	11.8	12.0	9.3
To Tell the Truth. . .	6-630	9.5	21.4	13.5	19.3	87.8	72.8	77.5	77.3	2.7	5.9	9.0	3.4
Adam 12.	630-7	7.3	19.1	11.1	15.3	87.2	73.0	79.6	81.4	5.4	7.9	9.3	3.4
Partridge Family . . .	630-7	8.8	20.6	15.6	15.1	88.0	73.1	83.5	82.4	3.3	6.3	0.9	2.5
Wild Kingdom	630-7	14.3	20.6	19.4	18.5	81.8	69.1	75.9	77.3	3.9	10.3	4.6	4.2
Captain & Tennille . .	7 - 8	10.5	24.2	19.4	16.1	86.3	70.7	78.7	76.3	5.2	5.1	1.9	7.6
Little House on Prairie	7 - 8	11.9	20.0	15.7	12.7	84.9	71.8	78.7	81.4	3.1	8.1	5.6	5.9
Rhoda.	7-730	6.4	19.6	9.5	12.9	85.7	71.7	79.0	76.7	8.0	9.3	11.4	10.3
Phyllis.	730-8	6.1	15.7	6.6	14.8	85.0	74.7	77.4	72.2	9.0	9.6	16.0	13.0
Maude.	8-830	5.5	18.1	10.4	13.7	80.1	72.2	77.4	75.2	14.4	9.7	12.3	11.1
Monday Nite Football .	8 - 11	10.7	20.5	15.0	18.8	82.5	67.7	74.8	72.6	6.8	11.8	10.3	8.5
All's Fair	830-9	5.2	15.5	9.4	17.1	81.9	70.3	78.3	73.5	12.2	14.2	12.3	9.1
Executive Suite. . . .	9 - 10	3.9	12.2	4.8	10.5	78.4	69.6	76.2	67.5	17.7	18.3	19.0	21.9

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 34 (cont'd)

		Parental Guidance Reported by Students--by Race of Student											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Tuesday Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Local TV news.	6-630	22.2%	30.8%	25.0%	25.7%	73.7%	59.7%	65.4%	67.3%	4.7%	9.5%	9.6%	7.1%
To Tell the Truth. . .	6-630	7.6	17.5	12.0	15.4	89.9	77.1	84.3	82.9	2.5	5.4	3.7	1.7
Adam 12.	630-7	7.0	19.6	10.4	15.8	88.5	74.4	86.8	82.5	4.5	5.9	2.8	1.8
Partridge Family . . .	630-7	8.2	18.4	16.8	12.2	89.0	75.6	82.2	86.1	2.8	6.0	0.9	1.7
The Muppets.	630-7	7.1	15.6	11.3	11.4	87.0	73.0	84.9	81.6	5.8	11.4	3.8	7.0
Baa Baa Black Sheep. .	7 - 8	7.4	17.8	7.6	12.1	83.3	71.8	81.9	81.0	9.4	10.4	10.5	6.9
Happy Days	7-730	11.2	24.9	20.6	13.8	86.5	71.7	79.4	84.5	2.3	3.4	0.0	1.7
Laverne & Shirley. . .	730-8	9.4	22.4	15.2	13.0	87.2	71.8	81.0	83.5	3.4	5.8	3.8	3.5
MASH	8-830	8.6	15.1	7.6	13.3	84.9	73.9	83.8	83.2	6.5	11.0	8.6	3.5
Police Woman	8 - 9	7.2	17.8	10.6	11.4	83.7	74.8	81.7	81.6	9.1	7.4	7.7	7.0
Rich Man, Poor Man II.	8 - 9	6.5	21.0	8.7	9.6	67.5	67.5	69.9	71.1	26.0	11.5	21.4	19.3
One Day at a Time. . .	830-9	6.7	13.1	11.7	11.4	82.2	75.0	80.6	80.7	11.1	12.0	7.8	7.9
Family	9- 10	7.8	20.7	14.7	8.8	77.0	70.9	76.5	78.1	15.2	8.5	8.8	13.2
Police Story	9- 10	11.4	20.4	7.8	6.3	83.8	72.6	85.4	80.7	9.9	7.0	6.8	7.9
Switch	9- 10	6.0	18.3	8.7	8.6	85.4	71.7	78.8	82.8	8.6	9.9	12.5	8.6
Wednesday Programs:													
Local TV news.	6-630	21.1	30.7	20.6	27.0	75.1	59.2	69.6	66.1	3.8	10.1	9.8	7.0
To Tell the Truth. . .	6-630	8.1	18.8	8.7	19.0	89.5	76.5	85.6	79.3	2.4	4.7	5.8	1.7
Adam 12.	630-7	7.0	19.2	10.5	14.8	87.7	74.0	85.7	81.7	5.3	6.7	3.8	3.5
Partridge Family . . .	630-7	8.4	21.4	16.3	13.0	89.1	73.9	82.7	85.2	2.5	4.7	1.0	1.7
The Jeffersons	630-7	6.2	25.0	10.7	10.5	87.4	69.9	82.5	82.5	6.4	5.1	6.8	7.0
Good Times	7-730	7.8	27.2	12.9	13.0	88.1	69.6	86.1	84.3	4.1	3.3	1.0	2.6
Hollywood Squares. . .	7-730	5.3	13.5	5.9	10.5	88.1	73.6	84.3	78.9	6.6	13.0	9.8	10.5
Ball Four.	730-8	4.8	10.5	5.9	10.0	86.2	72.6	81.4	80.0	9.1	17.2	12.7	10.0
All in the Family. . .	8-830	8.0	19.5	11.8	8.8	84.4	72.6	85.3	85.8	7.7	7.8	2.9	5.3
Alice.	830-9	5.7	14.0	7.9	10.9	84.3	73.2	84.2	85.5	10.0	12.9	7.9	3.6
The Blue Knight. . . .	9- 10	5.0	14.4	12.6	9.0	82.0	71.0	77.7	80.2	13.0	14.6	9.7	10.8
The Quest.	9- 10	6.3	14.0	10.0	11.2	85.1	71.9	80.0	76.6	8.7	14.0	10.0	12.1

See footnotes at the bottom of the first page of the table.

Table 34 (cont'd)

		Parental Guidance Reported by Students--by Race of Student											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Thursday Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Local TV news.	6-630	19.4%	26.8%	22.9%	22.1%	76.2%	62.0%	71.4%	70.8%	4.3%	11.1%	5.7%	7.1%
To Tell the Truth. . .	6-630	7.9	21.8	11.1	15.7	89.8	73.2	88.0	81.7	2.3	5.0	0.9	2.6
Adam 12.	630-7	6.5	17.9	7.7	11.3	88.9	74.6	85.6	87.0	4.6	6.7	7.6	1.7
Partridge Family . . .	630-7	7.8	20.6	15.9	10.4	89.6	74.0	83.2	85.2	2.6	5.9	0.9	4.3
This Week: Looking In.	630-7	4.5	14.6	2.9	8.8	86.3	69.9	82.7	78.8	9.2	15.5	14.4	12.4
Gemini Man	7 - 8	6.5	20.4	11.4	11.4	87.9	74.0	82.9	83.3	5.5	5.6	5.7	5.3
Welcome Back, Kotter .	7-730	8.9	23.7	17.8	12.2	86.8	72.9	82.2	85.2	4.3	3.5	0.0	2.6
Barney Miller.	730-8	6.6	18.1	11.2	9.6	87.4	73.9	85.0	85.2	6.1	8.0	3.7	5.2
Hawaii Five-O.	8 - 9	6.5	18.5	10.6	7.1	86.6	74.7	85.6	88.4	7.0	6.7	3.8	4.5
Tony Randall Show. . .	8-830	5.5	17.6	11.4	11.4	88.6	73.6	87.6	82.5	5.9	8.8	1.0	6.1
Nancy Walker Show. . .	830-9	6.0	18.0	10.4	13.9	87.1	73.1	87.7	81.7	6.8	8.9	1.9	4.3
Barnaby Jones.	9 - 10	5.5	17.9	6.9	7.9	87.5	73.3	87.3	86.4	7.0	8.8	5.9	6.1
Dick Van Dyke & Co.. .	9 - 10	7.4	16.5	10.6	11.5	87.9	73.2	83.7	82.3	4.7	10.3	5.8	6.2
Streets San Francisco.	9 - 10	6.0	19.6	10.6	9.6	86.8	72.0	83.7	84.3	7.2	8.4	5.8	6.1
Friday Programs:													
Local TV news.	6-630	19.7	26.4	21.9	26.3	76.4	63.7	71.4	67.5	3.9	9.9	6.7	6.1
To Tell the Truth. . .	6-630	8.3	19.1	12.1	13.3	89.7	76.1	84.1	84.1	2.0	4.8	3.7	2.7
Adam 12.	630-7	6.6	17.5	8.7	13.3	88.8	75.2	87.5	85.0	4.7	7.4	3.8	1.8
Andy Williams.	630-7	4.6	12.4	4.8	9.0	88.5	72.4	83.7	81.1	6.9	15.2	11.5	9.9
Partridge Family . . .	630-7	8.0	20.1	14.0	9.6	89.4	74.6	83.2	86.8	2.6	5.3	2.8	3.5
Donnie & Marie	7 - 8	9.7	18.8	15.1	10.6	88.0	74.4	81.1	85.8	2.4	7.4	3.8	7.5
Lawrence Welk.	7 - 8	5.8	12.3	5.8	7.1	86.6	73.5	79.6	80.4	7.7	14.2	14.6	12.5
Sanford and Son. . . .	7-730	7.6	25.3	13.5	9.7	88.7	69.8	85.6	85.8	3.7	4.9	1.0	4.4
Chico and the Man. . .	730-8	6.7	21.5	11.8	10.5	89.2	73.6	87.3	85.1	4.1	4.9	1.0	4.0
Rockford Files	8 - 9	7.0	17.5	8.7	9.6	87.7	73.8	86.4	82.5	5.3	8.7	4.9	7.9
Serpico.	9 - 10	4.6	13.4	7.8	6.5	82.3	69.4	80.4	77.8	13.0	17.1	11.8	15.7

See footnotes at the bottom of the first page of the table.

Table 34 (cont'd)

		Parental Guidance Reported by Students--by Race of Student											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Saturday Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Local TV news.	6-630	20.2%	27.1%	22.9%	22.3%	84.0%	60.9%	69.5%	71.4%	4.3%	12.0%	7.6%	6.3%
Hollywood Squares. . .	6-630	4.8	11.2	8.7	10.7	89.8	75.4	87.4	81.3	5.5	13.4	3.9	8.9
Dolly.	630-7	4.9	11.7	8.6	8.1	88.1	73.2	84.8	82.9	7.0	12.1	6.7	9.0
Hee Haw.	630-730	6.4	12.9	10.5	9.7	88.3	73.4	82.9	85.0	5.4	13.7	6.7	5.3
Emergency.	7 - 8	8.7	20.8	15.1	12.5	89.4	73.2	84.9	85.7	2.0	6.0	0.0	1.8
Holmes & Yoyo.	7-730	8.5	22.6	14.3	14.3	89.1	72.9	85.7	84.8	2.4	4.6	0.0	0.9
Doc.	730-8	4.4	12.4	9.8	11.8	89.4	75.0	82.4	80.9	6.3	12.6	7.8	7.3
Mr. T. & Tina.	730-8	7.2	19.7	17.0	12.5	89.5	75.3	82.1	86.6	3.3	5.0	0.9	0.9
Mary Tyler Moore Show.	8-830	6.0	15.0	11.5	8.8	89.0	75.2	84.6	83.2	5.0	9.8	3.8	8.0
Starsky & Hutch. . . .	8 - 9	9.5	24.8	20.6	12.7	85.8	80.8	76.6	85.5	4.7	4.4	2.8	1.8
Bob Newhart Show . . .	830-9	5.7	11.9	6.9	9.9	88.8	73.6	85.3	80.2	5.5	14.5	7.8	9.9
Carol Burnett Show . .	9 - 10	7.0	17.3	10.7	10.8	87.6	72.7	83.5	79.3	5.4	9.9	5.8	9.9
Most Wanted.	9 - 10	4.8	17.8	11.4	12.7	84.2	73.2	81.0	83.6	11.0	9.4	7.6	3.6

See footnotes at the bottom of the first page of the table.

5. The incidence of negative guidance was higher among White students than among those in the three minority groups for "Sybil," "Maude," "Rich Man, Poor Man II," "Family," "Police Story," and "Most Wanted."

In the preceding chapter, it was noted that four programs which featured Black performers were reported as favorites by higher percentages of the minority groups than of White children, with the greatest differences occurring between Black and White children. In Table 34 a similar pattern was noted with respect to the positive guidance reported by the students of the two races, as extracted and presented below. However, the two groups did not differ significantly in their reports of negative guidance for the four programs.

	Must/Should Watch It		Should Not or Must Not Watch It	
	Blacks	Whites	Blacks	Whites
"Good Times".	27.2%	7.8%	3.3%	4.1%
"Sanford and Son"	25.3	7.6	4.9	3.7
"The Jeffersons".	25.0	6.2	5.1	6.4
"The Bill Cosby Show" . .	21.8	8.5	5.6	4.4

For detailed data on the guidance reported on each of the listed programs by the four racial/ethnic groups, the reader is invited to examine Table 34.

Effects of the variable of urban/rural residence

In Table 35, four residence groups, ranging from children in the "big city" (Wichita) to those on farms, are compared with respect to the parental guidance reported on programs broadcast in the evenings from 6:00 to 10:00 P.M.. Few trends, as such, were noted in the urban/rural continuum. However, there were notable differences between the ends of the continuum, i.e., between children residing in Wichita and those living on farms.

For seventy-eight of the eighty-six program listings, students in the Wichita schools reported more positive guidance than was reported by their farm counterparts. It should be remembered, however, that the great majority of minority children included in the survey live in Wichita (see Table 4, Chapter II), and, as reported above, these minority children generally reported more positive guidance than did White children. In part, therefore, the differences between Wichita children and farm children may reflect the effect of race as well as, or in addition to, the effect of place of residence.

An obverse relationship was not as striking. For forty-eight of the eighty-six program listings, farm children reported more negative guidance than did their city counterparts.

Table 35

EFFECTS OF PLACE OF RESIDENCE UPON STUDENTS' REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported parental guidance)**

		Parental Guidance Reported by Students--by Place of Residence											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Sunday Programs:	Time B'cast	Wichita	Town	Rural Non-Farm	Farm	Wichita	Town	Rural Non-Farm	Farm	Wichita	Town	Rural Non-Farm	Farm
Bill Cosby Show. . . .	6 - 7	11.5%	8.9%	6.5%	7.3%	83.6%	87.1%	90.0%	87.6%	4.9%	4.0%	3.5%	5.1%
60 Minutes	6 - 7	14.9	11.7	13.3	11.9	74.0	78.8	79.4	74.4	11.0	9.5	7.3	13.6
World of Disney. . . .	6 - 7	11.9	9.5	7.3	9.9	85.6	89.2	91.1	86.7	2.5	1.3	1.5	3.3
Six Million Dollar Man	7 - 8	11.3	9.2	5.9	6.1	84.1	86.4	89.9	87.3	4.6	4.5	4.2	6.6
Sonny & Cher Show. . .	7 - 8	8.4	5.8	3.3	3.4	81.1	80.6	81.3	74.2	10.5	13.6	15.5	22.2
Sybil (The Big Event).	7 - 10	8.8	6.4	7.0	5.1	62.7	62.9	67.1	64.4	28.5	30.7	26.0	30.5
Kojak.	8 - 9	9.1	6.7	5.7	8.5	79.7	84.5	84.2	77.3	11.3	8.8	10.1	14.2
Delvecchio	9 - 10	5.9	4.0	3.7	3.4	79.4	82.7	83.8	79.8	14.7	13.2	12.5	16.9
Monday Programs:													
Local TV news.	6-630	24.7	20.3	20.9	21.3	68.9	75.5	75.6	71.9	6.5	4.2	3.5	6.7
To Tell the Truth. . .	6-630	12.1	10.5	7.6	7.2	84.3	87.1	90.3	89.5	3.6	2.4	2.1	3.3
Adam 12.	630-7	10.4	6.8	6.3	7.2	83.8	88.0	88.6	84.4	5.8	5.2	5.1	8.3
Partridge Family . . .	630-7	11.6	8.1	7.6	8.3	84.8	87.9	89.5	90.0	3.5	3.9	2.9	1.7
Wild Kingdom	630-7	15.5	14.8	12.9	15.8	79.0	81.7	85.2	80.8	5.5	3.4	1.9	3.4
Captain & Tennille . .	7 - 8	13.8	8.8	9.9	8.9	82.7	88.3	86.9	85.6	3.5	2.9	3.2	5.6
Little House on Prairie	7 - 8	13.5	12.6	11.6	12.3	82.1	84.5	86.7	84.9	4.2	2.8	1.7	2.8
Rhoda.	7-730	9.4	6.2	4.2	6.1	83.0	85.5	85.6	81.7	7.6	8.3	10.3	12.2
Phyllis.	730-8	8.3	5.1	5.7	6.7	82.7	85.5	85.0	79.8	9.0	9.4	9.3	13.5
Maude.	8-830	8.5	5.3	4.2	5.6	79.4	78.4	79.6	72.6	12.1	16.3	16.2	21.8
Monday Nite Football .	8 - 11	12.2	10.7	12.0	13.0	79.7	81.6	82.7	81.9	8.0	7.2	5.3	5.1
All's Fair	830-9	8.0	4.3	4.4	4.5	79.5	81.4	84.5	76.7	12.6	14.4	11.0	18.8
Executive Suite. . . .	9 - 10	5.7	3.1	3.7	6.8	76.2	78.0	82.7	72.7	18.1	18.8	13.6	20.5

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 35 (cont'd)

		Parental Guidance Reported by Students--by Place of Residence											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Tuesday Programs:	Time B'cast	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Local TV news.	6-630	24.4%	19.5%	21.0%	21.9%	70.2%	77.0%	75.0%	72.5%	5.3%	3.4%	4.0%	5.6%
To Tell the Truth. . .	6-630	10.0	6.4	6.3	10.6	87.0	91.9	91.3	84.4	3.0	1.7	2.5	5.0
Adam 12.	630-7	9.8	6.5	5.7	7.3	85.4	90.1	90.7	85.4	4.7	3.4	3.6	7.3
Partridge Family . . .	630-7	10.8	7.7	5.7	7.3	86.0	89.4	91.9	89.9	3.2	2.9	2.5	2.8
The Muppets.	630-7	9.2	6.0	5.0	7.8	84.2	88.1	89.2	84.4	6.6	6.0	5.8	7.8
Baa Baa Black Sheep. .	7 - 8	9.6	8.0	6.5	7.5	81.1	82.2	84.7	81.0	9.3	9.8	8.8	11.5
Happy Days	7-730	14.2	10.6	9.8	11.7	83.4	87.5	88.8	85.6	2.4	1.9	1.3	2.8
Laverne & Shirley. . .	730-8	12.6	8.7	5.9	10.1	83.9	88.0	89.7	86.0	3.6	3.3	4.4	3.9
MASH	8-830	10.3	8.2	6.6	7.9	83.1	84.3	86.0	84.3	6.6	7.5	7.4	7.9
Police Woman	8 - 9	9.8	6.6	4.0	7.8	81.8	84.4	85.7	79.3	8.4	8.9	10.3	12.8
Rich Man, Poor Man II.	8 - 9	9.7	5.8	4.8	5.6	68.3	64.3	69.2	63.1	22.0	29.9	26.0	31.3
One Day at a Time. . .	830-9	8.7	5.7	4.0	7.3	80.9	81.9	85.1	78.2	10.3	12.5	11.0	14.5
Family	9 - 10	10.8	7.7	4.9	7.3	76.0	75.4	79.4	76.4	13.3	16.9	15.7	16.3
Police Story	9 - 10	9.7	5.2	4.4	4.5	81.2	85.0	86.5	81.9	9.0	9.8	9.2	13.6
Switch	9 - 10	8.5	7.1	4.0	2.8	82.8	84.7	88.1	83.8	8.7	8.2	7.8	13.4
Wednesday Programs:													
Local TV news.	6-630	23.3	17.9	21.8	22.3	71.6	78.4	74.8	72.6	5.1	3.7	3.4	5.0
To Tell the Truth. . .	6-630	10.6	7.6	6.8	8.9	86.4	90.5	91.9	88.3	3.0	1.9	1.3	2.8
Adam 12.	630-7	9.9	6.5	6.3	5.6	84.8	89.3	88.2	85.5	5.4	4.2	5.5	8.9
Partridge Family . . .	630-7	11.3	8.0	6.6	8.3	85.9	89.6	91.5	88.9	2.8	2.4	1.9	2.8
The Jeffersons	630-7	9.9	5.9	5.1	5.6	83.9	88.3	88.1	87.2	6.1	5.8	6.8	7.2
Good Times	7-730	11.6	7.9	5.5	10.1	84.7	88.3	90.3	84.4	3.8	3.8	4.2	5.6
Hollywood Squares. . .	7-730	7.2	4.7	4.6	4.5	84.7	89.7	88.8	86.0	8.0	5.5	6.7	9.6
Ball Four.	730-8	6.5	3.4	4.0	3.4	82.9	86.8	89.0	83.8	10.6	9.8	6.9	12.8
All in the Family. . .	8-830	10.7	6.8	6.3	6.2	82.8	84.1	84.8	81.9	6.5	9.2	8.9	11.9
Alice.	830-9	7.9	4.5	4.0	3.4	82.0	86.0	86.6	83.1	10.1	9.5	9.4	13.6
The Blue Knight. . . .	9 - 10	7.2	4.9	4.1	3.4	79.8	82.3	84.1	79.2	13.0	12.8	11.8	17.4
The Quest.	9 - 10	8.1	6.2	6.2	5.7	81.9	85.2	87.2	84.7	10.0	8.6	6.6	9.7

See footnotes at the bottom of the first page of the table.

Table 35 (cont'd)

		Parental Guidance Reported by Students--by Place of Residence											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Thursday Programs:	Time B'cast	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Local TV news.	6-630	21.3%	17.3%	19.2%	19.8%	73.1%	78.5%	76.7%	76.3%	5.6%	4.2%	4.0%	4.0%
To Tell the Truth. . .	6-630	10.9	7.5	6.7	6.1	86.3	90.9	90.9	89.4	2.8	1.5	2.5	4.4
Adam 12.	630-7	9.2	5.7	5.0	3.9	85.9	90.6	89.6	87.1	4.9	3.7	5.4	9.0
Partridge Family . . .	630-7	10.7	7.3	6.0	10.2	86.1	90.3	92.3	87.6	3.2	2.4	1.7	2.3
This Week: Looking In.	630-7	6.8	2.9	4.8	2.9	82.9	86.5	87.0	84.5	10.3	10.7	8.1	12.6
Gemini Man	7 - 8	9.5	6.5	5.4	7.3	84.6	88.5	90.0	87.6	5.8	5.0	4.6	5.1
Welcome Back, Kotter .	7-730	12.3	8.9	6.1	7.8	84.0	86.8	88.9	86.5	3.7	4.3	5.0	5.6
Barney Miller.	730-8	9.3	5.8	4.8	7.3	84.4	88.1	89.8	85.4	6.3	6.1	5.4	7.3
Hawaii Five-O.	8 - 9	9.1	6.4	4.8	6.2	84.7	87.4	85.8	82.0	6.1	6.3	9.4	11.8
Tony Randall Show. . .	8-830	8.4	4.9	3.5	6.3	85.5	89.5	89.0	88.6	6.1	5.7	7.5	5.1
Nancy Walker Show. . .	830-9	9.3	5.0	2.7	5.0	84.0	88.7	89.5	86.0	6.7	6.3	7.8	8.9
Barnaby Jones.	9 - 10	8.0	5.5	3.9	3.9	84.5	88.7	88.4	88.2	7.5	5.8	7.7	7.9
Dick Van Dyke & Co.. .	9 - 10	9.7	6.3	7.9	4.5	84.6	88.9	87.8	89.8	5.7	4.9	4.2	5.6
Streets San Francisco.	9 - 10	9.1	6.5	4.6	4.5	83.6	87.0	87.9	87.7	7.3	6.4	7.5	7.8
Friday Programs:													
Local TV news.	6-630	21.4	17.6	19.7	18.1	73.4	79.0	76.5	78.0	5.2	3.3	3.9	4.0
To Tell the Truth. . .	6-630	10.5	9.1	7.5	7.3	86.8	89.4	91.1	88.8	2.7	1.5	1.4	3.9
Adam 12.	630-7	9.2	6.4	5.0	6.2	86.1	89.9	89.8	84.8	4.7	3.7	5.2	9.0
Andy Williams.	630-7	6.3	3.8	3.3	7.3	84.9	89.6	90.5	86.0	8.7	6.6	6.2	6.7
Partridge Family . . .	630-7	10.7	8.0	6.0	8.3	86.4	89.3	91.9	86.7	2.9	2.7	2.1	5.0
Donnie & Marie	7 - 8	12.1	9.0	7.3	9.5	84.9	88.9	89.2	87.7	3.1	2.0	3.5	2.8
Lawrence Welk.	7 - 8	7.2	5.0	4.3	11.3	83.9	87.9	87.0	79.1	8.9	7.1	8.7	9.6
Sanford & Son.	7-730	11.0	8.2	5.8	9.0	85.2	88.6	89.6	86.5	3.8	3.2	4.6	4.5
Chico and the Man. . .	730-8	9.9	6.0	6.0	7.8	86.0	90.4	89.4	87.7	4.1	3.6	4.6	4.5
Rockford Files	8 - 9	9.3	6.7	5.8	6.7	84.6	88.6	89.2	86.0	6.0	4.7	5.0	7.3
Serpico.	9 - 10	6.6	4.3	3.5	6.2	79.8	84.0	82.7	76.4	13.6	11.8	13.8	17.4

See footnotes at the bottom of the first page of the table.

Table 35 (cont'd)

		Parental Guidance Reported by Students--by Place of Residence											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Saturday Programs:	Time B'cast	Wichita	Town	Rural Non-Farm	Farm	Wichita	Town	Rural Non-Farm	Farm	Wichita	Town	Rural Non-Farm	Farm
Local TV news.	6-630	21.7%	17.8%	19.9%	22.6%	72.3%	78.8%	76.2%	72.9%	6.0%	3.4%	3.9%	4.5%
Hollywood Squares. . .	6-630	6.7	4.4	3.7	2.3	86.1	92.0	90.3	90.8	7.2	3.6	6.0	6.9
Dolly.	630-7	6.6	3.9	3.9	4.6	84.9	89.2	89.3	86.8	8.5	6.9	6.8	8.6
Hee Haw.	630-730	7.9	6.1	5.4	9.1	85.0	89.4	89.6	87.5	7.1	4.5	5.0	3.4
Emergency.	7 - 8	11.7	8.3	5.6	8.5	85.9	90.2	91.3	89.8	2.4	1.5	3.1	1.7
Holmes & Yoyo.	7-730	11.9	8.0	6.4	6.8	85.5	89.6	91.7	90.5	2.7	2.3	1.9	2.3
Doc.	730-8	6.8	4.3	1.9	3.4	85.9	89.1	91.9	90.3	7.4	6.5	6.2	6.3
Mr. T. & Tina.	730-8	10.4	7.3	4.4	6.8	86.1	89.7	92.3	90.3	3.5	3.0	3.3	2.8
Mary Tyler Moore Show.	8-830	8.1	5.2	3.3	9.1	86.0	90.7	90.4	85.8	5.8	4.1	6.4	5.1
Starsky & Hutch. . . .	8 - 9	13.0	9.4	7.2	9.7	82.7	86.5	86.8	84.1	4.2	4.1	6.0	6.3
Bob Newhart Show . . .	830-9	7.4	5.1	3.5	6.3	85.0	90.2	91.9	87.5	7.6	4.7	4.6	6.3
Carol Burnett Show . .	9 - 10	9.6	6.7	3.3	7.4	83.8	88.9	91.7	83.4	6.6	4.4	5.0	9.1
Most Wanted.	9 - 10	7.8	4.6	3.3	4.5	82.0	84.9	83.6	83.0	10.2	10.6	13.1	12.5

See footnotes at the bottom of the first page of the table.

Effects of the number of sets in the home

In selecting this variable for study it was hypothesized that the incidence of parental guidance would be lower in multiple-set homes than in single-set homes. The basis of this conjecture was that parents in multiple-set homes would have greater difficulty in monitoring the viewing of their children and, as a result, children would experience less constraint.

The data in Table 36 provide substantial support for the hypothesis. For all eighty-six program listings, the percentages of children from single-set homes reporting both positive and negative guidance were higher than those of children from multiple-set homes. Consistent with this finding was the fact that lack of parental guidance was reported by: lower percentages of children from single-set homes; and higher percentages of those living in homes with three or more sets.

Many slight trends were noted in the reports of both positive and negative guidance--that is, the greater the number of sets, the lower were the percentages reporting parental advice. However, the differences in such reports were not always great between children in two-set homes and those in homes with three or more sets.

Students' Reports of Parental Guidance on Saturday Morning Programs

Responses of all students

Among the twenty-four Saturday morning programs listed on the questionnaire, only minor differences were noted in the reports of parental guidance, as Table 37 clearly demonstrates.

In only one case was positive guidance reported by as many as 10% of the respondents. That occurred with "Scooby Doo/Dynomutt." In no instance was negative guidance reported by more than 7% of the respondents for any of the programs.

The percentages reporting no parental advice were generally higher than those observed earlier for evening programs, and occurred within a very narrow range of 84% to 88%.

Effects of the variable of sex

The sex of the child appeared to have little effect on the reports of parental guidance. In Table 37, it will be seen that in neither the "must watch" nor the "should watch" column do the percentages of boys and girls responding, respectively, differ more than 2% for any given program. Combining these two columns, in all but two of the twenty-four programs boys reported slightly more positive guidance than did girls, but the combined difference did not exceed 4% in any case. A difference of 4% between the

Table 36

EFFECTS OF THE NUMBER OF SETS IN THE HOME UPON STUDENTS' REPORTS OF GUIDANCE ON THE VIEWING OF TELEVISION PROGRAMS BROADCAST IN THE EVENINGS, 6:00-10:00 P.M.*

(Percentages of students in the fourth through the ninth grades who reported parental guidance)**

		Parental Guidance Reported by Students--By No. of Sets in the Home								
		"Must/should watch it"			"Don't care"			"Shouldn't/mustn't watch"		
Sunday Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Bill Cosby Show.	6 - 7	13.2%	9.7%	8.4%	80.0%	86.5%	88.3%	6.8	3.8	3.3
60 Minutes	6 - 7	15.2	14.5	13.0	70.9	75.9	79.6	13.9	9.6	7.4
World of Disney.	6 - 7	13.0	10.9	8.9	84.0	87.2	89.5	3.0	1.9	1.6
Six Million Dollar Man .	7 - 8	13.5	9.1	8.1	80.5	86.8	88.3	6.1	4.1	3.5
Sonny & Cher Show. . . .	7 - 8	9.3	6.5	6.1	74.8	82.4	85.9	15.9	11.1	8.0
Sybil (The Big Event). .	7 - 10	9.9	7.9	5.7	57.0	64.0	69.6	33.1	28.0	24.7
Kojak.	8 - 9	11.1	6.8	7.4	74.5	82.8	86.0	14.4	10.5	6.6
Delvecchio	9 - 10	7.8	4.1	4.0	73.9	81.9	86.3	18.3	14.0	9.7
Monday Programs:										
Local TV news.	6-630	25.9	23.5	21.4	67.1	71.0	74.2	6.9	5.6	4.4
To Tell the Truth. . . .	6-630	14.2	10.8	8.6	81.8	86.4	88.7	4.1	2.7	2.7
Adam 12.	630-7	11.7	8.8	6.8	80.5	86.3	88.9	7.7	4.9	4.3
Partridge Family	630-7	13.3	9.8	8.1	81.3	87.8	89.1	5.3	2.4	2.9
Wild Kingdom	630-7	18.3	14.7	12.7	75.9	80.6	84.1	5.7	4.7	3.2
Captain & Tennille . . .	7 - 8	15.8	12.1	9.1	78.7	85.3	88.6	5.5	2.6	2.3
Little House on Prairie.	7 - 8	17.5	12.6	8.8	77.4	84.8	87.5	5.1	2.6	3.7
Rhoda.	7-730	9.7	8.5	5.7	78.4	84.8	88.7	11.9	6.7	5.6
Phyllis.	730-8	9.4	7.2	5.8	77.3	85.3	87.6	13.3	7.5	6.6
Maude.	8-830	8.8	7.5	5.2	72.5	80.2	85.4	18.6	12.3	9.4
Monday Nite Football . .	8 - 11	14.6	11.5	10.1	75.1	81.7	84.7	10.3	6.8	5.1
All's Fair	830-9	8.9	6.1	5.6	74.2	81.8	85.5	16.9	12.1	8.9
Executive Suite.	9 - 10	6.5	4.9	3.6	71.4	78.0	82.9	22.1	17.1	13.5

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials."

** For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 36 (cont'd)

		"Must/should watch it"			"Don't care"			"Shouldn't/mustn't watch"		
Tuesday Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Local TV news.	6-630	26.0%	23.1%	20.2%	67.5%	72.5%	76.2%	6.4%	4.4%	3.6%
To Tell the Truth. . . .	6-630	11.4	8.8	7.1	84.6	89.2	90.2	4.0	2.0	2.7
Adam 12.	630-7	11.3	8.5	6.8	81.9	88.1	90.2	6.8	3.6	3.1
Partridge Family	630-7	11.8	9.6	7.3	82.9	88.7	90.2	5.3	1.7	2.5
The Muppets.	630-7	10.4	8.2	5.5	80.4	86.8	88.8	9.3	5.0	5.7
Baa Baa Black Sheep. . .	7 - 8	10.9	8.6	7.0	75.6	83.2	86.9	13.5	8.3	6.1
Happy Days	7-730	16.9	12.2	9.7	79.9	86.1	88.3	3.2	1.8	2.1
Laverne & Shirley. . . .	730-8	14.4	10.7	8.0	80.2	86.4	89.3	5.3	2.9	2.7
MASH	8-830	12.3	9.2	6.6	77.4	84.6	89.7	10.3	6.2	3.7
Police Woman	8 - 9	10.4	8.4	6.9	77.7	83.3	87.3	11.9	8.3	5.8
Rich Man, Poor Man II. .	8 - 9	10.3	8.4	6.1	61.6	67.7	74.8	28.1	23.9	19.1
One Day at a Time. . . .	830-9	9.5	7.2	6.4	76.7	82.2	85.9	13.8	10.6	7.8
Family	9 - 10	12.3	8.4	8.0	69.9	77.3	82.2	17.9	14.2	9.8
Police Story	9 - 10	10.6	7.8	6.2	77.1	83.6	86.7	12.2	8.6	7.1
Switch	9 - 10	10.2	7.0	5.3	76.9	85.0	89.8	12.9	8.0	5.0
Wednesday Programs:										
Local TV news.	6-630	25.4	22.0	19.6	67.8	74.2	76.9	6.8	3.8	3.5
To Tell the Truth. . . .	6-630	12.7	8.9	7.6	83.5	89.0	90.3	3.8	2.1	2.1
Adam 12.	630-7	11.9	7.9	6.8	80.3	87.6	89.6	7.8	4.5	3.6
Partridge Family	630-7	13.2	9.5	7.6	83.0	88.6	89.8	3.8	1.9	2.5
The Jeffersons	630-7	10.9	8.0	6.7	79.6	86.9	89.6	9.5	5.1	3.7
Good Times	7-730	13.6	9.2	7.8	80.9	87.6	89.4	5.5	3.3	2.8
Hollywood Squares. . . .	7-730	9.0	5.8	4.6	80.0	88.3	89.5	11.0	5.9	5.9
Ball Four.	730-8	7.2	5.1	4.7	78.2	85.8	89.3	14.6	9.2	6.0
All in the Family. . . .	8-830	12.3	8.9	6.7	77.0	84.6	88.4	10.7	6.5	4.9
Alice.	830-9	9.1	6.0	5.4	77.1	84.7	88.1	13.8	9.3	6.5
The Blue Knight.	9 - 10	8.6	5.5	4.8	74.6	81.6	86.5	16.8	12.9	8.7
The Quest.	9 - 10	9.6	6.8	6.0	78.0	84.4	87.9	12.4	8.8	6.1

See footnotes at the bottom of the first page of the table.

Table 36 (cont'd)

		"Must/should watch it"			"Don't care"			"Shouldn't/mustn't watch"		
Thursday Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Local TV news.	6-630	23.1%	20.3%	17.7%	69.4%	75.5%	78.5%	7.5%	4.3%	3.8%
To Tell the Truth. . . .	6-630	12.8	9.0	7.9	83.5	88.9	90.2	3.7	2.1	1.9
Adam 12.	630-7	10.8	6.9	6.5	82.2	88.7	90.6	7.1	4.4	2.9
Partridge Family	630-7	12.9	8.6	7.1	82.5	89.7	90.5	4.6	1.7	2.3
This Week: Looking In. .	630-7	6.9	5.0	5.7	78.6	85.7	87.7	14.5	9.3	6.6
Gemini Man	7 - 8	11.7	7.9	5.9	80.9	87.0	90.4	7.5	5.3	3.7
Welcome Back, Kotter . .	7-730	14.0	10.1	8.5	80.1	87.0	88.4	5.9	3.0	3.1
Barney Miller.	730-8	11.1	7.1	6.4	80.3	87.0	90.2	8.6	5.9	3.4
Hawaii Five-O.	8 - 9	10.6	6.9	6.9	78.9	87.3	89.4	10.4	5.8	3.7
Tony Randall Show. . . .	8-830	9.5	6.4	6.0	81.5	88.5	89.6	9.0	5.1	4.4
Nancy Walker Show. . . .	830-9	10.7	6.6	6.0	79.7	87.8	88.3	9.6	5.6	5.7
Barnaby Jones.	9 - 10	10.0	5.4	6.0	80.3	87.6	89.3	9.8	6.9	4.7
Dick Van Dyke & Co.. . .	9 - 10	11.9	7.9	6.1	80.0	87.6	90.1	8.0	4.5	3.8
Streets San Francisco. .	9 - 10	10.6	6.6	6.8	79.3	86.6	88.9	10.0	6.9	4.3
Friday Programs:										
Local TV news.	6-630	22.9	20.4	18.0	69.8	75.8	78.9	7.3	3.8	3.1
To Tell the Truth. . . .	6-630	13.5	8.7	7.1	83.1	89.4	90.9	3.3	1.9	2.0
Adam 12.	630-7	10.9	7.3	6.4	81.9	88.6	90.8	7.2	4.2	2.8
Andy Williams.	630-7	7.2	5.5	4.2	80.5	87.9	90.8	12.3	6.6	5.0
Partridge Family	630-7	12.2	8.8	7.4	82.5	89.6	90.5	5.3	1.5	2.2
Donnie & Marie	7 - 8	14.1	10.9	7.3	80.6	87.4	90.8	5.3	1.7	1.9
Lawrence Welk.	7 - 8	9.6	5.6	5.0	77.7	86.8	89.7	12.7	7.6	5.3
Sanford and Son.	7-730	13.0	8.9	7.5	81.1	88.1	90.1	5.9	3.0	2.4
Chicho and the Man . . .	730-8	11.3	8.2	6.3	82.0	88.7	91.0	6.7	3.1	2.7
Rockford Files	8 - 9	11.1	7.5	6.7	80.1	87.7	90.0	8.8	4.8	3.3
Serpico.	9 - 10	7.5	5.3	4.9	74.3	81.9	86.4	18.2	12.8	8.7

See footnotes at the bottom of the first page of the table.

Table 36 (cont'd)

		"Must/should watch it"			"Don't care"			"Shouldn't/mustn't watch"		
Saturday Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Local TV news.	6-630	23.8%	21.2%	17.4%	68.9%	74.4%	78.2%	7.3%	4.4%	4.4%
Hollywood Squares. . . .	6-630	8.1	5.4	3.6	83.0	89.0	91.5	8.5	5.5	4.9
Dolly.	630-7	8.2	5.0	4.2	81.1	87.5	90.5	10.8	7.5	5.3
Hee Haw.	630-730	10.6	6.6	4.6	80.8	87.4	91.3	8.6	6.0	4.2
Emergency.	7 - 8	13.6	10.6	7.4	83.0	88.6	90.2	3.4	1.5	2.4
Holmes & Yoyo.	7-730	14.0	9.6	8.0	82.0	88.5	90.4	4.0	1.9	1.6
Doc.	730-8	7.6	5.1	4.0	82.2	88.8	91.0	10.1	6.0	5.0
Mr. T. & Tina.	730-8	12.2	8.0	7.1	82.2	89.5	90.7	5.6	2.5	2.2
Mary Tyler Moore Show. .	8-830	9.6	6.5	5.3	82.1	89.1	90.6	8.2	4.4	4.1
Starsky & Hutch.	8 - 9	15.5	10.7	8.4	78.1	85.4	88.5	6.3	4.0	3.1
Bob Newhart Show	830-9	9.2	6.1	4.6	81.2	88.4	90.6	9.7	5.5	4.8
Carol Burnett Show . . .	9 - 10	10.9	8.4	5.6	79.9	86.7	90.5	9.2	4.9	3.9
Most Wanted.	9 - 10	8.2	6.0	5.7	77.4	84.1	87.2	14.4	9.9	7.1

See footnotes at the bottom of the first page of the table.

Table 37

STUDENT REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS ON SATURDAY MORNING[1]

(Percentages of boys and girls in the fourth through the ninth grades who reported parental guidance)[2]

Programs:	Time B'cast	Parental Guidance Reported by Students--Overall and by Sex														
		Must Watch			Should watch			"Don't care"			Shouldn't watch			Mustn't watch		
		All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl
Sylvester & Tweety. . .	700-725	5%	6%	5%	3%	4%	3%	88%	87%	89%	2%	2%	2%	2%	1%	2%
Tom & Jerry/Grape Ape .	700-755	6	7	5	3	4	3	88	86	89	2	2	2	1	1	1
Woody Woodpecker Show .	700-730	5	6	4	3	4	3	88	87	89	2	3	2	2	1	2
In the News[3].	725-730	2	3	2	7	7	8	84	84	84	3	3	3	4	4	4
Bugs Bunny/Road Runner.	730-825	6	7	5	3	3	3	88	87	89	2	2	2	1	1	1
Mumbly Show	730-755	4	5	4	3	3	3	87	87	88	3	3	3	3	3	3
The Pink Panther. . . .	730-900	6	7	5	3	4	3	88	87	89	2	2	2	1	1	1
School House Rock[4]. . .	755-800	3	3	4	4	5	3	87	86	88	3	3	2	3	3	3
Jabberjaw	800-825	6	6	5	3	4	2	88	87	89	2	2	2	1	1	2
Scooby Doo/Dynomutt . .	830-925	7	8	6	3	4	2	88	86	89	2	2	2	1	1	1
Tarzan, Lord of Jungle.	830-855	5	6	4	3	3	3	88	87	89	2	3	2	2	2	3
McDuff, the Talking Dog	900-930	4	5	4	3	3	3	88	87	88	2	3	2	3	2	3
Shazam/Isis Hour. . . .	900-955	4	4	4	3	4	3	88	87	87	2	2	2	2	2	2
The Kroffts Super Show.	930-1055	6	7	6	3	4	2	87	86	88	2	2	2	2	2	2
The Monster Squad . . .	930-1000	4	5	4	3	4	3	88	86	87	2	3	2	3	2	3
Ark II.	1000-1025	4	5	2	3	3	2	88	86	89	3	3	3	4	3	4
Land of the Lost. . . .	1000-1030	5	4	4	3	4	3	88	87	88	2	3	2	2	2	3
Big John, Little John .	1030-1100	4	6	5	3	4	2	88	87	89	3	2	2	3	2	2
Clue Club	1030-1055	4	5	3	3	3	2	88	87	89	3	3	2	3	2	3
Fat Albert & Cosby Kids	1100-1125	6	6	5	3	3	3	88	87	89	2	2	2	2	1	2
Jr. Almost Anything Goes	1100-1125	6	7	6	3	4	2	88	87	89	2	2	2	1	1	1
Kids from C.A.P.E.R.. .	1100-1130	4	4	4	3	3	2	87	87	88	3	3	2	3	3	4
Muggsy.	1130-1200	4	4	4	3	3	3	87	87	88	3	3	3	3	3	3
Way Out Games	1130-1155	4	5	4	3	3	3	88	87	88	3	3	2	3	2	3

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

reports of boys and girls were noted only for 'Scooby Doo/Dynomutt" and "Ark II."

Turning to the "negative side of the ledger," even less difference was noted between boys' and girls' reports of parental guidance. In fact, in each column--"shouldn't watch" and "must not watch," only 1% separated the boys and girls for each of the twenty-four programs.

Based on the observations above, it is not surprising to find that the percentages of boys and girls reporting no parental guidance ranged from the mid-to upper-eighties.

Effects of the grade level of students

Table 38 reveals a trend in positive parental guidance received by students in the fourth through the eighth grades--the lower the grade level, the higher were the percentages who reported that they must or should watch each of the twenty-four programs. The differences between eighth and ninth graders, however, were insignificant, not more than 1% separating each for every listed program.

With respect to negative guidance, the trend was somewhat less pronounced. Again, the fourth graders reported the greatest incidence of guidance. Collectively, children in the elementary grades, four through six, received more guidance than did junior high school students. The differences among the latter, however, were not great.

Based on the observation above, it is consistent to find that the incidence of no parental advice was lowest among the grade schoolers, especially those in the fourth grade.

Effects of the variable of race

Race did appear to have some effects on the reports of parental guidance on the viewing of Saturday morning programs, the racial patterns being somewhat similar to those observed in the reports on evening television programs.

In Table 39, among the four racial/ethnic groups the percentages of Black students reporting positive guidance exceeded those of the other groups for all twenty-four programs. The reported incidence of positive guidance was lowest among White students for all programs.

Looking at the incidence of negative guidance, the percentages of Black students reporting that they "should not" or "must not watch" exceeded those of the other groups for all but one of the twenty-four programs. The

Table 38

EFFECTS OF AGE AND EDUCATION (GRADE LEVEL) UPON STUDENTS' REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported parental guidance)[2]

		Parental Guidance Reported by Students--by Grade Level																	
	Time	Must/should watch						"Don't care"						Shouldn't/mustn't watch					
Programs:	B'cast	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th	4th	5th	6th	7th	8th	9th
Sylvester & Tweety. . .	7-725	20%	12%	8%	6%	3%	3%	73%	85%	89%	92%	95%	94%	7%	3%	4%	2%	2%	4%
Tom & Jerry/Grape Ape .	7-755	23	13	9	6	3	3	73	84	89	92	95	93	4	3	2	2	2	4
Woody Woodpecker Show .	7-730	21	11	8	5	3	2	73	84	89	92	94	94	6	4	4	3	3	4
In the News[3].	725-730	17	11	12	8	6	5	68	81	81	89	91	91	14	8	7	4	3	5
Bugs Bunny/Road Runner.	730-825	23	14	9	6	3	3	73	83	89	92	95	93	4	3	2	2	2	4
Mumbly Show	730-755	17	11	8	4	2	2	73	83	86	92	95	94	10	6	6	3	3	5
The Pink Panther. . . .	730-9	23	13	9	6	3	3	72	74	89	92	94	94	5	3	3	2	3	4
School House Rock[4]. . .	755-8	17	11	8	5	3	2	74	83	86	92	94	93	10	6	6	3	3	5
Jabberjaw	8-825	21	14	8	6	3	2	73	84	88	92	94	94	6	3	4	3	3	4
Scooby Doo/Dynomutt . .	830-925	22	14	10	6	4	3	72	84	88	93	94	94	5	2	2	2	3	3
Tarzan, Lord of Jungle.	830-855	18	11	8	5	3	3	74	84	87	92	95	93	8	5	4	3	2	5
McDuff, the Talking Dog	9-930	18	11	8	4	2	2	74	83	88	93	94	94	9	6	4	3	3	5
Shazam/Isis Hour. . . .	9-955	18	11	7	5	3	2	73	85	88	92	94	94	9	5	5	3	3	4
The Kroffts Super Show.	930-1055	23	13	10	6	3	3	71	85	87	91	94	93	6	4	4	3	3	4
The Monster Squad . . .	930-10	17	12	8	5	3	2	73	83	87	92	94	94	9	5	5	3	3	4
Ark II.	10-1025	14	9	7	4	3	2	73	83	87	93	94	94	13	8	6	3	3	5
Land of the Lost. . . .	10-1030	19	12	8	6	3	3	75	84	88	92	94	93	7	4	4	3	3	4
Big John, Little John .	1030-11	18	12	7	4	2	2	73	82	88	93	95	93	9	6	5	3	3	4
Clue Club	1030-1055	17	11	8	4	2	2	75	84	88	92	95	93	9	5	5	4	3	5
Fat Albert & Cosby Kids	11-1125	20	13	7	6	3	3	74	84	89	92	94	93	6	4	4	2	3	4
Jr. Almost Anything Goes	11-1125	22	12	10	6	3	3	73	85	87	92	85	94	5	4	3	2	2	4
Kids from C.A.P.E.R.. .	11-1130	15	11	7	4	3	2	72	83	87	93	94	93	13	6	6	4	3	5
Muggsy.	1130-12	15	11	8	4	3	2	73	82	86	92	95	93	12	7	6	4	3	5
Way Out Games	1130-1155	17	11	8	4	2	2	72	83	88	92	95	94	11	6	4	4	3	5

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials".

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 39

EFFECTS OF RACE UPON STUDENTS' REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported parental guidance)[2]

		Parental Guidance Reported by Students--by Race of Student											
		Must/should watch				"Don't care"				Shouldn't/mustn't watch			
Programs:	Time B'cast	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n	White	Black	Span/ Mex'n	Amer. Ind'n
Sylvester & Tweety. . .	7-725	6.3%	20.4%	12.6%	11.3%	90.1%	75.7%	86.4%	87.0%	3.6%	3.9%	1.0%	1.7%
Tom & Jerry/Grape Ape .	7-755	6.9	23.0	13.3	12.3	90.2	70.0	85.7	86.8	2.9	2.9	1.0	0.9
Woody Woodpecker Show .	7-730	6.0	19.0	14.6	11.3	90.4	75.0	84.5	87.0	3.7	6.0	1.0	1.7
In the News[3].	725-730	7.6	18.7	12.7	17.0	86.6	68.8	77.5	73.2	5.8	12.5	9.8	9.8
Bugs Bunny/Road Runner.	730-825	7.0	22.5	15.1	10.5	90.3	73.8	84.9	87.7	2.8	3.7	0.0	1.8
Mumbly Show	730-755	5.5	17.1	8.9	10.6	89.6	74.3	86.1	82.3	4.9	8.6	5.0	7.1
The Pink Panther. . . .	730-9	6.9	21.0	16.0	11.3	90.1	74.8	84.0	85.2	3.0	4.3	0.0	3.5
School House Rock[4]. . .	755-8	5.8	14.4	11.9	8.0	89.5	75.0	84.2	83.9	4.7	10.7	4.0	8.0
Jabberjaw	8-825	6.4	20.0	12.6	10.4	90.1	74.7	86.4	86.1	3.5	5.3	1.0	3.5
Scooby Doo/Dynomutt . .	830-925	7.3	20.8	14.4	11.4	89.8	75.7	85.6	86.0	2.9	3.9	0.0	2.6
Tarzan, Lord of Jungle.	830-855	6.0	17.8	9.7	12.3	89.8	75.5	86.4	86.0	4.2	6.7	3.9	1.8
McDuff, the Talking Dog	9-930	7.5	13.3	11.8	10.5	90.0	74.7	85.3	86.8	4.4	9.0	2.9	2.6
Shazam/Isis Hour. . . .	9-955	7.3	18.9	11.9	13.9	88.9	75.2	87.1	84.3	3.8	5.9	1.0	1.7
The Kroffts Super Show.	930-1055	5.8	17.3	11.8	8.8	90.1	74.8	86.3	85.8	4.1	7.9	2.0	5.3
The Monster Squad . . .	930-10	5.7	17.0	11.7	8.8	98.6	74.6	85.4	88.5	4.7	8.3	2.9	2.7
Ark II.	10-1025	4.7	14.2	9.0	8.8	89.5	76.1	86.0	86.7	5.8	9.7	5.0	4.4
Land of the Lost. . . .	10-1030	6.0	17.8	15.5	8.8	90.1	76.3	83.5	87.6	3.9	5.9	1.0	3.5
Big John, Little John .	1030-11	5.7	15.8	8.9	10.5	89.5	76.3	86.1	84.2	4.8	7.9	5.0	5.3
Clue Club	1030-1055	5.4	15.8	9.9	11.4	90.0	76.2	85.1	84.2	4.6	8.0	5.0	4.4
Fat Albert & Cosby Kids	11-1125	6.2	20.8	11.5	10.6	90.3	75.1	86.5	86.2	3.4	4.1	1.9	2.7
Jr. Almost Anything Goes	11-1125	7.3	17.7	14.6	11.5	89.8	76.1	82.5	86.7	2.9	6.3	2.9	1.8
Kids from C.A.P.E.R.. .	11-1130	5.4	13.1	9.7	11.4	89.4	75.8	84.5	83.3	5.1	11.1	5.8	5.3
Muggsy.	1130-12	5.3	15.1	10.8	11.6	89.6	74.4	83.3	83.0	5.1	10.5	5.9	5.4
Way Out Games	1130-1155	5.5	13.8	12.7	11.6	89.8	76.4	82.4	83.0	4.7	9.9	4.9	5.4

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

exception occurred in the case of "Tom & Jerry/Grape Ape" for which equal percentages of Blacks and Whites reported negative guidance. There were numerous minor variations among the other three groups and no broad generalizations appear to be warranted. It was noted that for twelve of the twenty-four programs, the percentages of Spanish/Mexicans reporting negative guidance were lower than those of the other three groups.

Effects of urban/rural residence

The effects of this variable on parental guidance are similar to those observed in the analysis of evening television programs in Table 35. In Table 40, below, Wichita children are found to have reported higher positive guidance for all programs than did those living on farms. The latter, on the other hand, reported more negative guidance on all twenty-four programs.

Although the differences were quite small, in twenty-one cases Wichita children reported a lower incidence of no parental guidance than did those in the other residence categories. Again, as was noted earlier in the analyses of the effects of place of residence upon parental guidance toward evening television programs, this finding may reflect the disproportionate share of minority students in the Wichita subsample--students which generally reported more parental guidance than did White students.

Effects of the number of sets in the home

Table 41 analyzes the effects of this variable which are similar to those observed for evening television programs in Table 36. For each of the twenty-four Saturday morning programs, the greater the number of sets in the home the lower were the percentages reporting positive parental guidance. In most instances this was true also with respect to negative guidance. However, the differences were greater between single-set and multiple-set homes than between two-set homes and those with three or more sets. In the latter, the percentages of children reporting no parental advice exceeded 90% in all cases but one.

Table 40

EFFECTS OF PLACE OF RESIDENCE UPON STUDENTS' REPORTS OF PARENTAL GUIDANCE OF THE VIEWING OF SPECIFIC TELEVISION PROGRAMS ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported parental guidance)[2]

		Parental Guidance Reported by Students--by Place of Residence											
		Must/should watch				"Don't care"				"Shouldn't/mustn't watch			
Programs:	Time B'cast	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm	Wich-ita	Town	Rural Non-Farm	Farm
Sylvester & Tweety. . .	7-725	9.1%	6.5%	6.3%	6.1%	87.3%	90.9%	89.5%	88.3%	3.6%	2.6%	4.2%	5.6%
Tom & Jerry/Grape Ape .	7-755	10.3	7.3	6.1	0.2	87.0	90.6	90.2	88.3	2.7	2.1	3.6	5.0
Woody Woodpecker Show .	7-730	9.0	5.5	5.6	6.1	87.1	91.3	90.0	88.3	3.8	3.3	4.4	5.6
In the News[3].	725-730	10.4	6.3	6.3	9.4	82.5	88.4	87.0	82.2	7.1	5.4	6.1	8.3
Bugs Bunny/Road Runner.	730-825	10.2	7.5	6.5	7.3	87.1	90.3	90.3	88.3	2.7	2.2	3.2	4.5
Mumbly Show	730-755	8.4	4.1	4.2	3.4	86.0	90.7	91.3	88.8	5.6	5.2	4.4	7.8
The Pink Panther. . . .	730-9	10.0	6.9	6.1	7.3	86.9	90.9	90.1	87.7	3.0	2.2	3.8	5.0
School House Rock[4]. . .	755-8	8.2	4.1	5.5	6.1	86.3	90.7	90.2	86.7	5.5	5.2	4.2	7.2
Jabberjaw	8-825	9.4	6.0	6.0	5.0	86.9	90.9	90.4	88.3	3.6	3.1	3.7	6.7
Scooby Doo/Dynomutt . .	830-925	10.3	7.4	7.1	5.6	87.0	90.4	89.5	88.8	2.8	2.2	3.4	5.6
Tarzan, Lord of Jungle.	830-855	8.5	6.3	5.8	5.0	87.0	89.8	90.0	87.7	4.5	3.9	4.2	7.3
McDuff, the Talking Dog	9-930	8.5	4.8	5.2	2.2	86.6	90.5	90.2	91.6	4.9	4.7	4.6	6.1
Shazam/Isis Hour. . . .	9-955	8.5	4.7	5.0	6.1	87.0	91.7	89.7	86.0	4.5	3.6	5.3	7.8
The Kroffts Super Show.	930-1055	10.0	7.6	6.3	7.3	86.1	89.3	90.1	86.0	3.9	3.1	3.6	6.7
The Monster Squad . . .	930-10	8.3	5.1	5.5	4.4	86.7	90.3	89.5	88.9	5.1	4.6	5.0	6.7
Ark II.	10-1025	7.1	4.1	4.4	2.2	86.8	89.4	90.2	88.3	6.1	6.6	5.4	9.5
Land of the Lost. . . .	10-1030	9.1	5.7	5.0	5.6	87.0	90.9	90.8	86.4	3.9	3.4	4.2	7.9
Big John, Little John .	1030-11	8.1	5.8	5.4	4.5	86.6	89.9	89.7	89.3	5.3	4.3	5.5	6.2
Clue Club	1030-1055	7.9	5.0	5.0	4.5	87.1	90.4	90.4	87.7	5.0	4.6	4.6	7.8
Fat Albert & Cosby Kids	11-1125	9.6	6.1	4.6	5.6	87.1	90.6	91.0	88.8	3.3	3.3	4.4	5.6
Jr. Almost Anything Goes	11-1125	9.8	7.0	6.1	7.8	87.1	90.2	90.3	87.7	3.1	2.7	3.6	4.5
Kids from C.A.P.E.R.. .	11-1130	7.7	5.0	4.4	2.8	86.2	89.6	91.5	87.6	6.1	5.5	4.0	9.6
Muggsy.	1130-12	7.8	5.4	4.0	3.4	86.1	90.1	91.6	86.6	6.1	4.6	4.4	10.1
Way Out Games	1130-1155	7.9	5.6	4.4	2.2	86.6	89.5	91.0	90.4	5.5	4.9	4.6	7.3

---

[1] Programs are those scheduled for broadcast on Nov. 13 and 20, 7:00 a.m. to noon. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 41

EFFECTS OF THE NUMBER OF SETS IN THE HOME UPON STUDENTS' REPORTS OF GUIDANCE ON THE VIEWING OF TELEVISION PROGRAMS BROADCAST ON SATURDAY MORNING[1]

(Percentages of students in the fourth through the ninth grades who reported parental guidance)[2]

		Parental Guidance Reported by Students--By No. of Sets in the Home								
		"Must/should watch it"			"Don't care"			"Shouldn't/mustn't watch		
Programs:	Time B'cast	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets	1 set	2 sets	3+ sets
Sylvester & Tweety.	7-725	10.6%	7.9%	5.7%	83.9%	89.4%	91.6%	5.5%	2.7%	2.4%
Tomm & Jerry/Grape Ape. . .	7-755	12.1	8.1	6.8	83.9	89.6	90.8	4.0	2.2	2.4
Woody Woodpecker Show . . .	7-730	10.9	7.2	5.4	84.0	89.4	91.5	5.1	3.4	3.1
In the News[3].	725-730	10.4	9.2	8.0	79.7	85.2	87.1	9.0	5.6	4.9
Bugs Bunny/Road Runner. . .	730-825	12.4	8.0	7.0	83.8	89.6	90.9	3.9	2.4	2.1
Mumbly Show	730-755	9.1	6.6	5.1	83.0	88.7	91.0	7.9	4.6	3.9
The Pink Panther.	730-9	12.4	7.8	6.7	83.4	89.7	90.9	4.2	2.5	2.5
School House Rock[4].	755-8	8.2	7.5	5.1	83.4	88.1	91.5	8.4	4.4	3.1
Jabberjaw	8-825	10.7	7.7	6.4	84.3	89.2	90.6	5.0	3.1	3.0
Scooby Doo/Dynomutt	830-925	12.0	8.6	6.4	86.6	89.2	91.4	4.4	2.2	2.2
Tarzan, Lord of Jungle. . .	830-855	9.5	7.2	6.0	94.1	88.8	91.2	6.4	3.9	2.7
McDuff, the Talking Dog . .	9-930	9.2	6.9	5.2	83.5	89.1	91.6	7.3	4.0	3.2
Shazam/Isis Hour.	9-955	9.7	6.7	5.7	83.6	89.4	91.7	6.8	3.9	2.6
The Kroffts Super Show. . .	930-1055	11.5	8.6	6.4	82.6	88.2	91.1	5.9	3.2	2.6
The Monster Squad	930-10	8.9	7.4	5.2	83.5	88.6	91.5	7.5	4.0	3.3
Ark II.	10-1025	8.2	5.6	4.4	82.9	89.1	91.5	8.9	5.3	4.1
Land of the Lost.	10-1030	10.7	6.9	5.7	84.0	89.3	91.5	5.3	3.7	2.8
Big John, Little John . . .	1030-11	9.6	6.6	5.4	83.7	88.7	90.9	6.7	4.7	3.7
Clue Club	1030-1055	8.9	6.4	5.4	83.9	89.4	91.2	7.2	4.3	3.4
Fat Albert & Cosby Kids . .	11-1125	10.6	7.3	6.8	84.4	89.6	90.8	5.0	3.1	2.4
Jr. Almost Anything Goes. .	11-1125	11.3	8.5	6.6	83.9	88.9	91.3	4.8	2.6	2.1
Kids from C.A.P.E.R.. . . .	11-1130	8.8	6.1	5.3	82.8	89.0	90.9	8.4	5.0	3.8
Muggsy.	1130-12	8.5	6.4	4.7	83.4	87.8	91.6	8.1	5.3	3.7
Way Out Games	1130-1155	9.0	6.3	5.4	83.6	89.0	90.9	7.4	4.7	3.7

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials."

[2] For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[3] A five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] A five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

CHAPTER VII

COMPARISON OF STUDENTS' AND PARENTS' REPORTS ON TIMES OF THE EVENING WHEN CHILDREN MUST STOP VIEWING TELEVISION

In Chapter IV, analyses were provided on times of the evening beyond which children usually are required to stop watching television, based on children's reports only. In this chapter, children's reports will be compared with their parents' reports.

As noted earlier in the discussion of the methodology employed (Chapter II), comparison of children's reports and their parents' reports was made possible by matching identical serial numbers assigned to children's questionnaires and those completed by their parents. Parental response dictated the size of the sample of children upon which the comparisons in this chapter are based. For each of 2,697 children, one or more parents responded. This means that the children's sample (the "subset") analyzed in this chapter is just slightly over one-half the size of the total sample (5,167) upon which the analyses in Chapter IV were based. As a consequence, to maintain reasonably high statistical reliability, some of the respondent categories analyzed in Chapter IV were collapsed or even eliminated in this chapter.

Readers interested in more complete and reliable estimates of children's perceptions of parental guidance on permissible viewing times should review Chapter IV. The primary purpose of this chapter is to examine the correspondence of parent and student reports of prescribed times (hereafter referred to as "cutoff times") when children must cease viewing television on nights before both school and non-school days.

In the first subsection below, the general pattern of parental guidance and degree of correspondence between parental and children's reports will be analyzed. In subsequent subsections, the effects of several demographic variables will be examined. To avoid overly repetitious description of the same observable patterns, the subsections on the effects of demographic variables will be confined primarily to "highlights" and to significant differences from the overall pattern. For more in-depth analyses, the reader should examine each of the supporting tables in detail.

Reports of All Respondents

Cutoff times on nights before school days. In Table 42, little difference between parent and student reports was noted prior to the end of the "family viewing period" (8:00 P.M.). However, from that point on,

Table 42

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- Overall and by Sex of the Parent and Child -

Before School Days	All Parents (4825)		All Children (2655)		All Fathers (2072)		All Mothers (2559)		All Boys (1277)		All Girls (1366)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.3	0.3	0.3	0.3	0.4	0.4	0.2	0.2	0.2	0.2	0.4	0.4
6:30.....	0.2	0.5	0.1	0.4	0.1	0.5	0.2	0.4	0.2	0.4	0.0	0.4
7:00.....	0.2	0.7	0.2	0.6	0.1	0.6	0.2	0.6	0.4	0.8	0.1	0.5
7:30.....	0.4	1.1	0.3	0.9	0.3	0.9	0.4	1.0	0.2	1.0	0.4	0.9
8:00.....	5.4	6.5	2.9	3.8	5.1	6.0	5.6	6.6	2.7	3.7	2.9	3.8
8:30.....	9.7	16.2	6.5	10.3	9.5	15.5	9.9	16.5	6.7	10.4	6.4	10.2
9:00.....	29.4	45.6	21.0	31.3	30.4	45.9	28.9	45.4	20.0	30.4	21.8	32.0
9:30.....	10.3	55.9	9.3	40.6	10.2	56.1	10.6	56.0	9.9	40.3	8.6	40.6
10:00.....	31.4	87.3	32.7	73.3	30.2	86.3	32.6	88.6	31.0	71.3	34.3	74.9
10:30.....	3.9	91.2	10.1	83.4	3.8	90.1	3.8	92.4	11.1	82.4	9.2	84.1
11:00.....	0.3	91.5	2.6	86.0	0.3	90.4	0.2	92.6	3.0	85.4	2.2	86.3
11:30.....	0.1	91.6	1.0	87.0	0.1	90.5	0.1	92.7	1.2	86.6	0.7	87.0
12:00+....	0.1	91.7	0.7	87.7	0.0	90.5	0.0	92.7	1.1	87.7	0.2	87.2
No limitation	8.4	100.1	12.4	100.1	9.4	99.9	7.3	100.0	12.0	99.7	12.7	99.9
Before Non-School Days	(4827)		(2667)		(2069)		(2560)		(1286)		(1369)	
Must stop at:												
6:00.....	0.0	0.0	0.3	0.3	0.1	0.1	0.0	0.0	0.3	0.3	0.3	0.3
6:30.....	0.1	0.1	0.1	0.4	0.0	0.1	0.1	0.1	0.1	0.4	0.1	0.4
7:00.....	0.1	0.2	0.1	0.5	0.1	0.2	0.0	0.1	0.0	0.4	0.2	0.6
7:30.....	0.0	0.2	0.0	0.5	0.0	0.2	0.0	0.1	0.0	0.4	0.0	0.6
8:00.....	0.5	0.7	0.7	1.2	0.5	0.7	0.5	0.6	0.6	1.0	0.7	1.3
8:30.....	0.7	1.4	0.9	2.1	1.1	1.8	0.5	1.1	0.9	1.9	1.0	2.3
9:00.....	3.4	4.8	2.4	4.5	3.4	5.2	3.5	4.6	2.3	4.2	2.5	4.8
9:30.....	2.1	6.9	1.5	6.0	2.0	7.2	2.2	6.8	1.4	5.6	1.6	6.4
10:00.....	18.5	25.4	6.6	12.6	18.9	26.1	18.8	25.6	6.5	12.1	6.6	13.0
10:30.....	4.1	29.5	2.9	15.5	3.9	30.0	4.3	29.9	2.3	14.4	3.4	16.4
11:00.....	2.8	32.3	2.0	17.5	2.9	32.9	2.7	32.6	1.7	16.1	2.2	18.6
11:30.....	3.0	35.3	2.5	20.0	3.2	36.1	2.9	35.5	1.9	18.0	3.1	21.7
12:00+....	5.2	40.5	9.0	29.0	5.8	41.9	4.5	40.0	11.3	29.3	6.9	28.6
No limitation	59.3	99.8	71.1	100.1	58.1	100.0	60.0	100.0	70.8	100.1	71.4	100.0

parents reported substantially greater restrictions on permissible viewing times. At the 8:30, 9:00, 9:30 and 10:00 P.M. cutoff times, the cumulative percentages of parents reporting restrictions were 16.2%, 45.6%, 55.9% and 87.3%, respectively. For the same cutoff times, the cumulative percentages of children reporting parental restrictions were 10.3%, 31.3%, 40.6%, and 73.3%.

For both parents and children, the most frequently reported cutoff time was 10:00 P.M., followed by 9:00 P.M. However, they differed in their reports on the three other most frequently mentioned cutoff times. For the parents, the three were 9:30, 8:30, and 8:00, in order of frequency; for the children, they were 10:30, 9:30, and 8:30. Clearly, the children tended to report later cutoff times.

The differences between parents' and children's perceptions of parental guidance on cutoff times was not unexpected. The reasons for the differences in perceptions are not known from the data obtained in survey, but it might be speculated that children are more reluctant to acknowledge parental restraints, whereas parents might be less inclined to acknowledge that they permit their children to view television late in the evenings on nights before school days. Deliberate prevarication on the part of either parents or children is not implied. The disparities may well be due to differences in subliminal perceptions.

The percentage of children reporting no limitations whatsoever on times they may view television in the evening before school days was 50% higher than that of parents similarly reporting--12.4% and 8.4%, respectively.

Cutoff times on nights before non-school days. As Table 42 reveals, the cumulative incidence of cutoff times reported by both parents and children was much lower on nights before non-school days. The disparities between child and parent were greatest from 10:00 P.M. on, with cumulative percentages of parents reporting cutoff times being roughly twice as high as those of children from 10:00 to 11:30 P.M. Approximately 60% and 70% of the parents and children, respectively, reported no limitations whatsoever.

Variations Attributable to the Sex of the Respondents

Sex of the respondent did not appear to be a significant variable. As Table 42 reveals, deviations from the general pattern described above were very slight. The consensus of reports among fathers and mothers was quite high, and a similar consistency was noted among boys and girls. These consistencies were true for nights before both school and non-school days.

Variations Attributable to the Grade Level of the Students

In Table 43, the six grade levels surveyed in this study were collapsed into two categories--fourth through the sixth grades (elementary school), and seventh through the ninth grades (intermediate or junior high school). This procedure permitted larger sample sizes, and, in turn, greater statistical reliability than would have been possible by analyzing each grade level of the student subset. The latter type of analysis was possible for the total sample of students reported in Chapter IV.

Cutoff times on nights before school days. Prior to the end of the "family viewing period," the incidence of parental restriction on children's viewing was low. Between 8:00 and 9:00 P.M., however, parents of elementary school children reported placing much greater limitation on their children's viewing than did parents of the older children in junior high school. Approximately 65% of the parents of the younger children had prescribed cutoff times by 9:00 P.M. or earlier, compared with only one-fourth of the parents of the junior high students.

Proportionately, three times as many parents of the older children reported no limitations whatsoever on viewing on nights before school days--the percentage of grade schoolers' parents so reporting averaging about 4% compared with an average of approximately 13% of the parents of children in the seventh through the ninth grades.

In both educational categories, the disparities between the reports of children and those of their parents followed patterns described earlier, the parents consistently reporting greater cumulative viewing limitations at each half-hour.

With respect to the children, the cumulative incidence of reported cutoff times among the grade schoolers was slightly higher for girls than for boys. The reverse was true in the junior high grades, but the differences were not great.

Cutoff times on nights before non-school days. As might be expected, and confirmed by Table 43, parents of children in both educational categories reported less limitations on the times of viewing on nights before non-school days. The patterns of reported parental restraints, however, were similar to those noted on nights before school days, i.e., junior high school students and their parents reported much less parental restriction on viewing. Fathers and mothers differed little in their reports.

In the elementary grades, girls generally reported a slightly higher cumulative incidence of cutoff times than did boys, but that phenomenon was not evident in the reports of junior high students.

Of interest are the observations that approximately one-half of the parents of the grade schoolers reported no limitations whatsoever, whereas two-thirds of parents of junior high school students reported no limitations.

One might speculate that the lower incidence of parental restrictions on children's viewing on nights before non-school days may be attributable

Table 43

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Grade Level of Children -

Before School Days	4th through the 6th grades								7th through the 9th grades							
	Men (1019)		Women (1329)		Boys (681)		Girls (700)		Men (1053)		Women (1230)		Boys (596)		Girls (666)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.6	0.6	0.2	0.2	0.3	0.3	0.4	0.4	0.2	0.2	0.2	0.2	0.0	0.0	0.3	0.3
6:30.....	0.2	0.8	0.2	0.4	0.4	0.7	0.0	0.4	0.1	0.3	0.2	0.4	0.0	0.0	0.0	0.3
7:00.....	0.2	1.0	0.4	0.8	0.7	1.4	0.1	0.5	0.1	0.4	0.0	0.4	0.0	0.0	0.0	0.3
7:30.....	0.5	1.5	0.5	1.3	0.4	1.8	0.9	1.4	0.2	0.6	0.3	0.7	0.0	0.0	0.0	0.3
8:00.....	9.0	10.5	9.3	10.6	3.8	5.6	5.0	6.4	1.2	1.8	1.6	2.3	1.5	1.5	0.8	1.1
8:30.....	15.2	25.7	15.7	26.3	10.9	16.5	11.0	17.4	3.9	5.7	3.7	6.0	2.0	3.5	1.5	2.6
9:00.....	39.9	65.6	37.7	64.0	27.0	43.5	32.7	50.1	21.2	26.9	19.3	25.3	12.4	15.9	10.4	13.0
9:30.....	10.1	75.7	10.5	74.5	12.0	55.5	10.1	60.2	10.3	37.2	10.7	36.0	7.6	23.5	7.1	20.1
10:00.....	18.8	94.5	20.6	95.1	24.5	80.0	26.6	86.8	41.2	78.4	45.4	81.4	38.4	61.9	42.3	62.4
10:30.....	0.8	95.3	1.2	96.3	7.3	87.3	4.4	91.2	6.7	85.1	6.6	[illegible]	15.4	77.3	14.3	76.7
11:00.....	0.1	95.4	0.0	96.3	1.6	88.9	1.0	92.2	0.5	85.6	0.5	88.5	4.5	81.8	3.5	80.2
11:30.....	0.0	95.4	0.2	96.5	0.9	89.8	0.7	92.9	0.3	85.9	0.1	88.6	1.5	83.3	0.8	81.0
12:00+....	0.0	95.4	0.0	96.5	0.9	90.7	0.0	92.9	0.0	85.9	0.0	88.6	1.3	84.6	0.5	81.5
No limitation	4.5	99.9	3.5	100.0	9.1	99.8	7.0	99.9	14.2	100.1	11.5	100.1	15.3	99.9	18.8	100.3
Before Non-School Days	(1019)		(1330)		(684)		(701)		(1050)		(1230)		(1602)		(668)	
Must stop at:																
6:00.....	0.1	0.1	0.0	0.0	0.6	0.3	0.3	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.3	0.3
6:30.....	0.0	0.1	0.2	0.2	0.1	0.7	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.4
7:00.....	0.3	0.4	0.1	0.3	0.0	0.7	0.3	0.6	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.5
7:30.....	0.0	0.4	0.1	0.4	0.0	0.7	0.0	0.6	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.5
8:00.....	0.9	1.3	0.8	1.2	1.0	1.7	1.4	2.0	0.1	0.2	0.2	0.2	0.2	0.2	0.0	0.5
8:30.....	2.0	3.3	0.9	2.1	1.3	3.0	1.7	3.7	0.2	0.4	0.1	0.3	0.3	0.5	0.3	0.8
9:00.....	5.8	9.1	6.2	8.3	3.4	6.4	4.3	8.0	1.0	1.4	0.7	1.0	1.2	1.7	0.6	1.4
9:30.....	3.5	12.6	3.3	11.6	2.0	8.4	2.7	10.7	0.6	2.0	1.0	2.0	0.7	2.4	0.4	1.8
10:00.....	24.3	36.9	24.1	35.7	9.4	17.8	10.0	20.7	13.6	15.6	12.9	14.9	3.2	5.6	3.1	4.9
10:30.....	3.6	40.5	4.5	40.2	2.9	20.7	4.4	25.1	4.1	19.7	4.1	19.0	1.7	7.3	2.2	7.1
11:00.....	2.5	43.0	2.7	42.9	1.8	22.5	3.6	28.7	3.4	23.1	2.6	21.6	1.7	9.0	0.7	7.8
11:30.....	2.9	45.9	2.0	44.9	2.5	25.0	3.9	32.6	3.4	26.5	3.9	25.5	1.2	10.2	2.2	10.0
12:00+....	4.5	50.4	3.8	48.7	14.5	39.5	8.4	41.0	7.0	33.5	5.3	30.8	7.6	17.8	5.4	15.4
No limitation	49.6	100.0	51.4	100.1	60.5	100.0	59.1	100.1	66.5	100.0	69.3	100.1	82.4	100.2	84.3	99.7

to one or more factors. The children do not have to complete "homework" for submission to their instructors the next day. And, although viewing later in the evening, they may obtain their "required rest" by sleeping later the following morning.

Variations Attributable to the Race of the Respondents

Because of the smaller size of the student subset, only White and Black respondents are compared in Table 44. Children's reports of cutoff times among the other racial/ethnic groups are analyzed in Chapter IV.

Cutoff times on nights before school days. Only minor differences were noted between Black and White parents in their reports of prescribed cutoff times for their children. Although parents of both races reported greater limitations on viewing than did their children, there was a greater correspondence between the reports of white parents and those of their children. To illustrate this, the cumulative percentages of those who reported cutoff times by half-hours, 9:00 to 10:30 P.M., were extracted from Table 44 and appear below for both races.

	Whites			Blacks		
Time	Mothers	Girls	Diff.	Mothers	Girls	Diff.
9:00	45.8%	32.2%	13.6%	40.5%	25.0%	15.5%
9:30	56.2	41.1	15.1	52.6	27.1	25.5
10:00	88.0	75.7	13.1	83.5	63.6	19.9
10:30	92.6	85.6	7.0	90.2	69.9	20.3
	Fathers	Boys	Diff.	Fathers	Boys	Diff.
9:00	45.7	31.4	14.3	46.9	27.7	19.2
9:30	55.0	41.9	13.1	54.4	34.0	20.5
10:00	85.3	72.1	13.2	83.6	66.5	17.3
10:30	89.4	83.5	5.9	88.1	75.3	12.8

The greatest disparity between parents' and children's reports occurred in the case of Black girls from 9:30 to 10:30 P.M., as noted above.

The percentage of respondents reporting no limitations whatsoever was also highest for Black girls (25.0%), nearly double that of Black boys. On the other hand, White boys and girls were identical in the percentage (11.5%) reporting no limitations.

Cutoff times before non-school days. In contrast to the patterns noted above, Table 44 reveals that the cumulative percentages reporting viewing restrictions were substantially higher among White than among Black parents at 10:00, 10:30, and 11:00 P.M. However, the parents and children of both races corresponded very closely in the percentages who reported no limitations on viewing on nights before non-school days--the parents reports averaging just under 60% whereas the children's reports averaged around 70%.

Table 44

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Race of the Respondents -

Before School Days	White								Black							
	Fathers (1849)		Mothers (2223)		Boys (1108)		Girls (1175)		Fathers (92)		Mothers (165)		Boys (80)		Girls (96)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.2	0.2	0.2	0.2	0.1	0.1	0.3	0.3	3.3	3.3	0.6	0.6	1.3	1.3	0.0	0.0
6:30.....	0.2	0.4	0.2	0.4	0.2	0.3	0.0	0.3	0.0	3.3	0.0	0.6	0.0	1.3	0.0	0.0
7:00.....	0.2	0.6	0.1	0.5	0.3	0.6	0.0	0.3	0.0	3.3	1.2	1.8	0.0	1.3	1.0	1.0
7:30.....	0.2	0.8	0.4	0.9	0.3	0.9	0.4	0.7	1.1	4.4	1.2	3.0	0.0	1.3	0.0	1.0
8:00.....	5.0	5.8	5.5	6.4	2.5	3.4	2.7	3.4	3.3	7.7	4.8	7.8	3.8	5.1	3.1	4.1
8:30.....	9.5	15.3	9.9	16.3	6.9	10.3	6.2	9.6	10.9	18.6	9.7	17.5	8.8	13.9	6.3	10.4
9:00.....	30.4	45.7	29.5	45.8	21.1	31.4	22.6	32.2	28.3	46.9	23.0	40.5	13.8	27.7	14.6	25.0
9:30.....	10.3	56.0	10.4	56.2	10.5	41.9	8.9	41.1	7.6	54.5	12.1	52.6	6.3	34.0	2.1	27.1
10:00.....	30.3	86.3	32.6	88.8	30.2	72.1	34.6	75.7	29.3	83.8	30.9	83.5	32.5	66.5	36.5	63.6
10:30.....	4.1	90.4	3.8	92.6	11.4	83.5	9.9	85.6	4.3	88.1	6.7	90.2	8.8	75.3	6.3	69.9
11:00.....	0.3	90.7	0.2	92.8	3.1	86.6	2.1	87.7	1.1	89.2	1.2	91.4	3.8	79.1	2.1	72.0
11:30.....	0.1	90.8	0.1	92.9	1.2	87.8	0.5	88.2	1.1	90.3	0.6	92.0	1.3	80.4	3.1	75.1
12:00+....	0.0	90.8	0.0	92.9	0.8	88.6	0.2	88.4	0.0	90.3	0.0	92.0	6.3	86.7	0.0	75.1
No limitation	9.2	100.0	7.1	100.0	11.5	100.1	11.5	99.9	9.8	100.1	7.9	99.9	13.8	100.5	25.0	100.1
Before Non-School Days	(1846)		(2227)		(1116)		(1178)		(92)		(164)		(80)		(95)	
Must stop at:																
6:00.....	0.1	0.1	0.0	0.0	0.3	0.3	0.1	0.1	0.0	0.0	0.0	0.0	1.3	1.3	1.1	1.1
6:30.....	0.0	0.1	0.1	0.1	0.1	0.4	0.1	0.2	0.0	0.0	0.0	0.1	0.0	1.3	0.0	1.1
7:00.....	0.1	0.2	0.0	0.1	0.0	0.4	0.2	0.4	2.2	2.2	0.0	0.0	0.0	1.3	0.0	1.1
7:30.....	0.0	0.2	0.0	0.1	0.0	0.4	0.0	0.4	0.0	2.2	0.0	0.0	0.0	1.3	0.0	1.1
8:00.....	0.5	0.7	0.5	0.6	0.5	0.9	0.6	1.0	0.0	0.2	0.0	0.0	1.3	2.6	0.0	1.1
8:30.....	1.1	1.8	0.4	1.0	0.8	1.7	0.8	1.8	1.1	3.3	0.6	0.6	1.3	3.9	3.2	4.3
9:00.....	3.6	5.4	3.7	4.7	2.3	4.0	2.7	4.5	1.1	4.4	3.7	4.3	2.5	6.4	1.1	5.4
9:30.....	2.1	7.5	2.2	6.9	1.6	5.6	1.7	6.2	1.1	5.5	0.6	4.9	0.0	6.4	1.1	6.5
10:00.....	19.3	26.8	20.0	26.9	6.6	12.2	6.7	17.9	13.0	18.5	8.5	13.4	2.5	8.9	6.3	12.8
10:30.....	4.0	30.8	4.1	31.0	2.6	14.8	3.5	16.4	2.2	20.7	7.3	20.7	0.0	8.9	1.1	13.9
11:00.....	3.0	33.8	2.7	33.7	1.8	16.6	2.4	18.8	3.3	24.0	3.0	23.7	1.3	10.2	2.1	16.0
11:30.....	2.7	36.5	2.6	36.3	1.8	18.4	2.9	21.7	10.9	34.9	6.7	30.4	5.0	15.2	5.3	21.3
12:00+....	5.7	42.2	4.0	40.3	10.3	28.7	6.5	28.2	6.5	41.4	9.8	40.2	17.5	32.7	8.4	29.7
No limitation	57.9	100.1	59.5	99.8	71.2	99.9	71.9	100.1	58.7	100.1	59.8	100.0	67.5	100.2	70.5	100.2

Variations Attributable to Place of Residence

The small number of farm children (102) in the student subset prevented analyses of parental restrictions on viewing times in the evening by the four residence categories used in Chapter IV--"Wichita," "country/non-farm," and "farm." In this chapter, only two residence categories are analyzed--"Wichita" and "non-Wichita"--the latter including those living in suburbs, small towns, or on farms.

Cutoff times on nights before school days. In Table 45, few differences were noted between the two residence categories in the cumulative reports of cutoff times. In both categories, reports of parental restrictions on children's viewing were proportionately higher among the parents than among the children.

For each half-hour from 9:00 P.M. on, boys and girls residing outside Wichita reported slightly higher cumulative incidence of parental resgrictions than did their Wichita counterparts, but the differences were small.

The percentages of respondents reporting no limitations whatsoever differed little among the two residence categories. Percentages of children living outside Wichita who reported no limitations were slightly lower than those of their Wichita counterparts. The reverse was true in the case of parents, but again the differences are quite small.

There appeared to be a greater correspondence between parent and child reports among the non-Wichita residents. The greatest disparities between the two residence categories were observed in the cumulative percentages reported for the cutoff times of 10:00 and 10:30 P.M., as seen below in data extracted from Table 45.

	Wichita Residents			Non-Wichita Residents		
Time	Fathers	Boys	Diff.	Fathers	Boys	Diff.
10:00	86.9	69.5	17.4	85.3	75.1	10.2
10:30	90.9	81.8	9.1	88.9	84.0	4.9
	Mothers	Girls	Diff.	Mothers	Girls	Diff.
10:00	89.0	73.8	15.2	87.3	76.9	10.4
10:30	92.6	83.1	9.5	91.6	86.3	5.3

Cutoff times before non-school days. Before non-school days, place of residence accounted for even fewer differences among the two residence categories in the incidence of parental restrictions on children's viewing. In addition, the disparity between children's and parents' reports in either category was not as great as that noted on evenings before school days.

Table 45

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Place of Residence of the Respondents -

Before School Days	In Wichita								Outside Wichita							
	Fathers (1283)		Mothers (1646)		Boys (802)		Girls (905)		Fathers (772)		Mothers (881)		Boys (459)		Girls (446)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.5	0.5	0.3	0.3	0.3	0.1	0.6	0.6	0.1	0.1	0.0	0.0	0.2	0.2	0.0	0.0
6:30.....	0.2	0.7	0.3	0.6	0.2	0.3	0.0	0.6	0.0	0.1	0.0	0.0	0.2	0.4	0.0	0.0
7:00.....	0.2	0.9	0.2	0.8	0.5	0.8	0.1	0.7	0.1	0.2	0.1	0.1	0.2	0.6	0.0	0.0
7:30.....	0.4	1.3	0.4	1.2	0.2	1.0	0.6	1.3	0.3	0.5	0.5	0.6	0.2	0.8	0.2	0.2
8:00.....	5.1	6.4	6.2	7.4	3.2	4.2	2.8	4.1	4.7	5.2	4.3	4.9	1.3	2.1	3.1	3.3
8:30.....	9.4	15.8	9.2	16.6	7.7	11.9	6.4	10.5	9.6	14.8	10.9	15.8	5.0	7.1	6.1	9.4
9:00.....	29.9	45.7	27.5	44.1	17.7	29.6	20.2	30.7	31.3	46.1	31.3	47.1	24.2	31.3	24.9	34.3
9:30.....	9.6	55.3	10.5	54.6	9.1	38.7	7.7	38.4	11.0	57.1	10.7	57.8	11.8	43.1	10.1	44.4
10:00.....	31.6	86.9	34.4	89.0	30.8	69.5	35.4	73.8	28.2	85.3	29.5	87.3	32.0	75.1	32.5	76.9
10:30.....	4.0	90.9	3.6	92.6	12.3	81.8	9.3	83.1	3.6	88.9	4.3	91.6	8.9	84.0	9.4	86.3
11:00.....	0.2	91.1	0.2	92.8	3.0	84.8	2.0	85.1	0.5	89.4	0.2	91.8	3.1	87.1	2.5	88.8
11:30.....	0.2	91.3	0.1	92.9	1.1	85.9	0.9	86.0	0.1	89.4	0.1	91.9	1.3	88.4	0.4	89.2
12:00+....	0.0	91.3	0.0	92.9	1.6	87.5	0.1	86.1	0.0	89.4	0.0	91.9	0.2	88.6	0.4	89.6
No limitation	8.9	100.2	6.9	99.8	12.2	99.7	14.0	100.1	10.4	99.8	8.1	100.0	11.3	99.9	10.3	99.9
Before Non-School Days	(1280)		(1649)		(808)		(905)		(772)		(789)		(462)		(448)	
Must stop at:																
6:00.....	0.1	0.1	0.0	0.0	0.2	0.2	0.2	0.2	0.1	0.1	0.0	0.0	0.4	0.4	0.4	0.4
6:30.....	0.0	0.1	0.0	0.0	0.1	0.3	0.0	0.2	0.0	0.1	0.2	0.2	0.0	0.4	0.2	0.6
7:00.....	0.2	0.3	0.1	0.1	0.0	0.3	0.2	0.4	0.0	0.1	0.0	0.2	0.0	0.4	0.2	0.8
7:30.....	0.0	0.3	0.0	0.1	0.0	0.3	0.0	0.4	0.0	0.1	0.1	0.3	0.0	0.4	0.0	0.8
8:00.....	0.7	1.0	0.7	0.8	0.7	1.0	0.8	1.2	0.1	0.2	0.1	0.4	0.4	0.8	0.7	1.5
8:30.....	1.1	2.1	0.7	1.5	1.1	2.1	1.2	2.4	0.9	1.1	0.1	0.5	0.4	1.2	0.4	1.9
9:00.....	3.4	5.5	3.7	5.2	2.1	4.2	2.3	4.7	3.2	4.3	3.2	3.7	2.8	4.0	2.7	4.6
9:30.....	1.9	7.4	1.9	7.1	1.5	5.7	1.8	6.5	2.3	6.6	2.6	6.3	1.1	5.1	1.3	5.9
10:00.....	17.9	25.3	17.7	24.8	5.3	11.0	6.6	13.1	20.3	26.9	20.4	26.7	8.2	13.3	6.5	12.4
10:30.....	3.8	29.1	4.2	29.0	2.2	13.2	2.7	15.8	4.0	30.9	4.7	31.4	2.6	15.9	4.7	17.1
11:00.....	3.0	32.1	2.6	31.6	1.4	14.6	2.1	17.9	3.0	33.9	2.7	34.1	2.4	18.3	2.5	19.6
11:30.....	3.4	35.5	2.8	34.4	1.9	16.5	3.0	20.9	3.0	36.9	3.1	37.2	1.9	20.2	3.1	22.7
12:00+....	6.5	42.0	5.3	39.7	11.9	28.4	7.1	28.0	4.5	41.4	3.0	40.2	10.4	30.6	6.7	29.4
No limitation	58.1	100.1	60.3	100.0	71.5	99.9	72.0	100.0	58.4	99.8	59.8	100.0	69.3	99.9	70.5	99.9

Although the differences were not great, both parents and children living outside Wichita reported a slightly higher cumulative incidence of parental limitations imposed after 10:00 P.M.

Variations Attributable to the Number of Sets in the Home

Earlier in Chapter IV, it was reported that the number of sets in the home appeared to be a factor which affected parental limitations on children's viewing in the evening. The data in that chapter, of course, were based on children's responses only.

In this subsection, reports of both parents and children will be compared. It should be kept in mind that the student sample ("subset") analyzed herein is only slightly more than half of the total sample which was analyzed in Chapter IV. Moreover, owing to the procedure utilized in matching children with parents, only those children for whom parental responses were obtained are included in the samples reported in this chapter. For these reasons, some variations can be expected between the children's reports examined in this chapter and those analyzed in Chapter IV. The primary thrust of this subsection, however, is to report the degree of correspondence between children's and parents reports as they may be influenced by the number of sets in the home.

Two supporting tables are provided. Table 46 compares fathers' and children's reports, and Table 47 provides similar data for mothers and their children. Since the variable examined is the "number of sets," the data for the children are identical in both tables.

Cutoff times on nights before school days. Again, as usual, little parental guidance on children's viewing times was apparent prior to the end of the "family viewing period" (8:00 P.M.).

The cutoff time most frequently reported by fathers in single-set and two-set homes was 9:00 P.M. In homes with three or more sets, fathers reported 10:00 P.M. most frequently. The latter was the cutoff time mentioned most often by mothers and children in all homes regardless of the number of sets.

No material differences were noted in reports from parents in single- and two-set homes. From 8:00 P.M. on, however, parents in homes with three or more sets consistently reported less restrictions on their children's viewing, although differences among the three "set categories" were not great after 10:00 P.M.

The percentages of both parents and children reporting no limitations whatsoever were higher for those residing in homes with three or more sets, the average for the parents being about 10%, compared with 16% of their children.

Table 46

COMPARISON OF FATHERS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Number of Sets in the Home -

Before School Days	One Set						Two Sets						Three or More Sets					
	Fathers (613)		Boys (379)		Girls (463)		Fathers (906)		Boys (539)		Girls (587)		Fathers (532)		Boys (342)		Girls (305)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.3	0.0	0.0	0.2	0.2	0.4	0.4	0.0	0.0	0.7	0.7
6:30.....	0.0	0.3	0.3	0.6	0.0	0.4	0.2	0.5	0.0	0.0	0.0	0.2	0.2	0.6	0.3	0.3	0.0	0.7
7:00.....	0.2	0.5	0.3	0.9	0.2	0.6	0.2	0.7	0.6	0.6	0.0	0.2	0.0	0.6	0.3	0.6	0.0	0.7
7:30.....	0.7	1.2	0.0	0.9	0.6	1.2	0.3	1.0	0.2	0.8	0.3	0.5	0.0	0.6	0.6	1.2	0.3	1.0
8:00.....	6.7	7.9	4.7	5.6	3.7	4.9	5.6	6.6	2.4	3.2	3.4	3.9	2.3	2.9	0.9	2.1	0.7	1.7
8:30.....	10.8	18.7	9.5	15.1	8.0	12.9	10.5	17.1	5.9	9.1	7.2	11.1	6.4	9.3	4.4	6.5	2.6	4.3
9:00.....	32.8	51.5	20.3	35.4	25.9	38.8	31.7	48.8	22.1	31.2	21.0	32.1	25.4	34.7	17.5	24.0	17.4	21.7
9:30.....	7.7	59.2	9.5	44.9	8.4	47.2	10.0	58.8	11.3	42.5	9.4	41.5	13.2	47.9	8.8	32.8	7.9	29.6
10:00.....	27.9	87.1	34.6	79.5	31.5	78.7	28.8	87.6	31.2	73.7	34.4	75.9	35.3	83.2	27.5	60.3	37.7	67.3
10:30.....	3.3	90.4	6.6	86.1	6.5	85.2	3.4	91.0	9.8	83.5	9.5	85.4	4.9	88.1	17.8	78.1	13.1	80.4
11:00.....	0.5	90.9	2.9	89.0	1.7	86.9	0.0	91.0	3.0	86.5	2.6	88.0	0.6	88.7	3.2	81.3	2.3	82.7
11:30.....	0.2	91.1	0.8	89.8	0.6	87.5	0.1	91.1	1.7	88.2	0.5	88.5	0.2	88.9	0.9	82.2	1.0	83.7
12:00+....	0.0	91.1	1.1	90.9	0.2	87.7	0.0	91.1	0.9	89.1	0.2	88.7	0.0	88.9	1.5	83.7	0.3	84.0
No limitation	9.1	100.2	9.2	100.1	12.1	99.8	8.7	99.8	10.9	100.0	11.4	100.1	11.3	100.2	16.4	100.1	16.1	100.1
Before Non-School Days	(613)		(385)		(464)		(905)		(542)		(590)		(530)		(342)		(305)	
Must stop at:																		
6:00.....	0.3	0.3	0.8	0.8	0.4	0.4	0.0	0.0	0.0	0.0	0.3	0.3	0.0	0.0	0.3	0.3	0.0	0.0
6:30.....	0.0	0.3	0.3	1.1	0.2	0.6	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	0.0	0.0
7:00.....	0.2	0.5	0.0	1.1	0.4	1.0	0.1	0.1	0.0	0.0	0.2	0.5	0.0	0.0	0.0	0.3	0.0	0.0
7:30.....	0.0	0.5	0.0	1.1	0.0	1.0	0.0	0.1	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.3	0.0	0.0
8:00.....	1.0	1.5	1.3	2.4	1.1	2.1	0.4	0.5	0.2	0.2	0.8	1.3	0.0	0.0	0.6	0.9	0.0	0.0
8:30.....	0.8	2.3	1.3	3.7	1.3	3.4	1.1	1.6	0.6	0.8	1.2	2.5	1.1	1.1	0.6	1.5	0.3	0.3
9:00.....	4.2	6.5	3.4	7.1	3.4	6.8	3.6	5.2	1.7	2.5	2.7	5.2	2.1	3.2	2.3	3.8	0.7	1.0
9:30.....	2.8	9.3	2.1	9.2	1.5	8.3	2.3	7.5	1.3	3.8	1.9	7.1	0.8	4.0	0.9	4.7	1.3	2.3
10:00.....	20.9	30.2	8.6	17.8	6.7	15.0	20.3	27.8	6.5	10.3	6.8	13.9	14.2	18.2	4.4	9.1	6.6	8.9
10:30.....	3.8	34.0	1.3	19.1	3.9	18.9	4.6	32.4	2.6	12.9	3.6	17.5	2.6	20.8	3.2	12.3	2.3	11.2
11:00.....	2.9	36.9	1.8	20.9	2.6	21.5	2.4	34.8	1.7	14.6	1.7	19.2	4.0	24.8	1.5	13.8	2.6	13.8
11:30.....	2.6	39.5	2.1	23.0	3.7	25.2	3.0	37.8	1.7	16.3	3.6	22.8	4.3	29.1	1.5	15.3	1.0	14.8
12:00+....	5.9	45.4	10.6	33.6	7.8	33.0	5.5	43.3	12.2	28.5	5.8	28.6	5.7	34.8	10.5	25.8	7.9	22.7
No limitation	54.6	100.0	66.5	100.1	67.0	100.0	56.5	99.8	71.8	100.3	71.5	100.1	65.3	100.1	74.3	100.1	77.4	100.1

Table 47

COMPARISON OF MOTHERS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Number of Sets in the Home -

Before School Days	One Set						Two Sets						Three or More Sets					
	Mothers (817)		Boys (379)		Girls (463)		Mothers (1091)		Boys (539)		Girls (587)		Mothers (626)		Boys (342)		Girls (305)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.1	0.1	0.3	0.3	0.4	0.4	0.1	0.1	0.0	0.0	0.2	0.2	0.5	0.5	0.0	0.0	0.7	0.7
6:30.....	0.4	0.5	0.3	0.6	0.0	0.4	0.1	0.2	0.0	0.0	0.0	0.2	0.2	0.7	0.3	0.3	0.0	0.7
7:00.....	0.4	0.9	0.3	0.9	0.2	0.6	0.1	0.3	0.6	0.6	0.0	0.2	0.2	0.9	0.3	0.6	0.0	0.7
7:30.....	0.4	1.3	0.0	0.9	0.6	1.2	0.5	0.8	0.2	0.8	0.3	0.5	0.5	1.4	0.6	1.2	0.3	1.0
8:00.....	7.5	8.8	4.7	5.6	3.7	4.9	5.6	6.4	2.4	3.2	3.4	3.9	3.2	4.6	0.9	2.1	0.7	1.7
8:30.....	12.5	21.3	0.5	15.1	8.0	12.9	9.8	16.2	5.9	9.1	7.2	11.1	6.5	11.1	4.4	6.5	2.6	4.3
9:00.....	29.1	50.4	20.3	35.4	25.9	38.8	29.1	45.5	22.1	31.2	21.0	32.1	28.0	39.1	17.5	24.0	17.4	21.7
9:30.....	9.1	59.5	9.5	44.9	8.4	47.2	11.0	56.5	11.3	42.5	9.4	41.5	11.8	50.9	8.8	32.8	7.9	29.6
10:00.....	30.2	89.7	34.6	79.5	31.5	78.7	32.8	89.3	31.2	73.7	34.4	75.9	35.3	86.2	27.5	60.3	37.7	67.3
10:30.....	3.4	93.1	6.6	86.1	6.5	85.2	3.6	92.9	9.8	83.5	9.5	85.4	4.6	90.8	17.8	78.1	13.1	80.4
11:00.....	0.4	93.5	2.0	89.0	1.7	86.9	0.2	93.1	3.0	86.5	2.6	88.0	0.2	91.0	3.2	81.3	2.3	82.7
11:30.....	0.1	93.6	0.8	89.8	0.6	87.5	0.0	93.1	1.7	88.2	0.5	88.5	0.3	91.3	0.9	82.2	1.0	83.7
12:00+....	0.0	93.6	1.1	90.9	0.2	87.7	0.0	93.1	0.9	89.1	0.2	88.7	0.0	91.3	1.5	83.7	0.3	84.0
No limitation	6.5	100.1	9.2	100.1	12.1	99.8	7.1	100.0	10.9	100.0	11.4	100.1	8.8	100.1	16.4	100.1	16.1	100.1
Before Non-School Days	(817)		(385)		(464)		(1094)		(542)		(590)		(624)		(342)		(305)	
Must stop at:																		
6:00.....	0.0	0.0	0.8	0.8	0.4	0.4	0.0	0.0	0.0	0.0	0.3	0.3	0.0	0.0	0.3	0.3	0.0	0.0
6:30.....	0.1	0.1	0.3	1.1	0.2	0.6	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.2	0.0	0.3	0.0	0.0
7:00.....	0.1	0.2	0.0	1.1	0.4	1.0	0.0	0.0	0.0	0.0	0.2	0.5	0.0	0.2	0.0	0.3	0.0	0.0
7:30.....	0.0	0.2	0.0	1.1	0.0	1.0	0.1	0.1	0.0	0.0	0.0	0.5	0.0	0.2	0.0	0.3	0.0	0.0
8:00.....	1.0	1.2	1.3	2.4	1.1	2.1	0.4	0.5	0.2	0.2	0.8	1.3	0.0	0.2	0.6	0.9	0.0	0.0
8:30.....	0.4	1.6	1.3	3.7	1.3	3.4	0.5	1.0	0.6	0.8	1.2	2.5	0.5	0.7	0.6	1.5	0.3	0.3
9:00.....	3.8	5.4	3.4	7.1	3.4	6.8	3.8	4.8	1.7	2.5	2.7	5.2	2.4	3.1	2.3	3.8	0.7	1.0
9:30.....	3.1	8.5	2.1	9.2	1.5	8.3	2.0	6.8	1.3	3.8	1.9	7.1	1.4	4.5	0.9	4.7	1.3	2.3
10:00.....	20.4	28.9	8.6	17.8	6.7	15.0	20.4	27.2	6.5	10.3	6.8	13.9	13.6	18.1	4.4	9.1	6.6	8.9
10:00.....	5.3	34.2	1.3	19.1	3.9	18.9	4.4	31.6	2.6	12.9	3.6	17.5	3.0	21.1	3.2	12.3	2.3	11.2
11:00.....	2.0	36.2	1.8	20.9	2.6	21.5	2.2	33.8	1.7	14.6	1.7	19.2	4.5	25.6	1.5	13.8	2.6	13.8
11:30.....	2.3	38.5	2.1	23.0	3.7	25.2	2.4	36.2	1.7	16.3	3.6	22.8	4.5	30.1	1.5	15.3	1.0	14.8
12:00+....	3.1	41.6	10.6	33.6	7.8	33.0	4.7	40.9	12.2	28.5	5.8	28.6	6.1	36.2	10.5	25.8	7.9	22.7
No limitation	58.5	100.1	66.5	100.1	67.0	100.0	59.1	100.0	71.8	100.3	71.5	100.1	63.8	100.0	74.3	100.1	77.4	100.1

It is clear that disparities between children's and parents' reports appear to be a function, at least in part, of the number of sets in the home--the greater the number of sets, the greater are the apparent disparities. To illustrate this phenomenon, the cumulative percentages of parents and children reporting restrictions by the cutoff times of 9:30, 10:00, and 10:30 P.M. were extracted from Tables 46 and 47 and are presented below. The percentages shown are averages for fathers and mothers and for boys and girls.

	Single-set homes			Two-set homes			Homes with 3+ sets		
	Parents	Children	Diff.	Parents	Children	Diff.	Parents	Children	Diff.
9:30	59.4%	46.1%	13.3%	57.7%	42.0%	15.7%	49.4%	31.2%	18.2%
10:00	88.4	79.1	9.3	88.5	74.8	13.7	84.7	63.8	20.9
10:30	92.0	85.7	6.5	92.0	84.5	7.5	89.8	79.3	10.5

The reasons for the disparity in parents' and children's perceptions of parental guidance are not known directly from the data presented in Tables 46 and 47. One possibility is that there may be a variance between parents' announcement of rules and their enforcement of those rules, the latter being more difficult perhaps in multiple-set homes. Later in this chapter, a special analysis will be made of the degree of children's compliance with cutoff times prescribed by parents based on students' reports of times they did listen to television on nights before school days.

Cutoff times on nights before non-school days. Parental guidance in all three "set categories" was much less evident on nights before non-school days. In general, the greater the number of sets in the home, the lower were the cumulative percentages of parents who reported prescribed cutoff times for their children, although differences between single- and two-set homes generally were not great.

In single-set, two-set, and "3+ set" homes, the percentages of parents reporting no limitations on viewing whatsoever were 57.5%, 57.8%, and 64.6%, respectively; for the children, the respective percentages were 66.8%, 71.7% and 75.9%.

Variations Attributable to Parents' Formal Schooling

In Question 12 on their questionnaires, parents were asked to record the highest level of their formal schooling. The choices were: "not beyond the 8th grade"; "some high school, not a graduate"; "graduated from high school"; "some college, not a graduate"; "graduated from 4-year college"; or "further schooling after graduation from 4-year college."

For purposes of analysis, and because of the size of the student subset, the six educational categories were collapsed into three, as shown in Tables 48 and 49: "not a high school graduate"; "a high school graduate"; and "one or more years of college." The three categories are mutually exclusive, i.e., each respondent is included in only the one category which reflects the parent's highest level of formal schooling.

Numerous and dramatic effects of parents' formal schooling were not observable in the analysis of restrictions placed on children's viewing, i.e., specification of times of the evening beyond which children were required to cease viewing television. The paucity of observable effects simply may indicate that parents' schooling was not a significant variable. On the other hand, it is also possible that the three collapsed categories were not sufficiently discriminating. Only two or three years might separate those who did not finish high school from those who had one year of college. More data and better techniques of analysis may be required to resolve the question of whether parents' schooling is a significant variable.

Cutoff times on nights before school days. Between 7:30 and 9:30 P.M., there appeared to be a slight trend--the higher the level of the parents' schooling, the higher was the cumulative percentage of parents reporting cutoff times, but the differences were not great among the three categories. From 10:00 P.M. on, the trend disappeared. A slightly lower percentage of mothers who had not graduated from high school reported restrictions after 9:00 P.M.

Among the fathers, educational levels had no observable effect on the percentage reporting no limitations on viewing. Among the mothers, the percentage reporting no limitations was highest for those who had not graduated from high school.

The fathers' educational level appeared to have a slight effect on the children's reports of guidance from 8:30 P.M. on, the higher the level of the fathers' schooling, the greater was the cumulative percentage of children reporting cutoff times. Trends, as such, were not apparent in the analysis of the effects of the mothers' schooling. Children of mothers who had not graduated from high school reported a slightly lower cumulative incidence of guidance.

Cutoff times on nights before non-school days. The effect of the level of parents' education was observable in the percentage of parents reporting that they placed no limitations on their children's viewing--the higher the level, the lower was the percentage. The same trend was not observed, however, in the children's reports.

From 10:00 P.M. on, there were some effects of parents' schooling observed in the data. In the case of mothers, a definite trend appeared in the cumulative percentages reporting cutoff times--the higher the educational level, the greater was the percentage. In the case of fathers, although a trend as such was not observed, those with college education reported greater limitations than did those with less schooling.

Table 48

COMPARISON OF FATHERS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Highest Level of Formal Schooling of Fathers -

Before School Days	Not a high school graduate						A high school graudate						1 or more years of college					
	Fathers		Boys		Girls		Fathers		Boys		Girls		Fathers		Boys		Girls	
	(288)		(143)		(139)		(636)		(315)		(316)		(1101)		(525)		(561)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.3	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.5	0.0	0.0	0.7	0.7
6:30.....	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.0	0.0	0.3	0.8	0.2	0.2	0.0	0.7
7:00.....	0.0	0.3	0.7	0.7	0.0	0.0	0.0	0.0	0.6	0.9	0.0	0.0	0.3	1.1	0.2	0.4	0.0	0.7
7:30.....	0.3	0.6	0.0	0.7	0.0	0.0	0.3	0.3	0.0	0.9	0.9	0.9	0.2	1.3	0.4	0.8	0.2	0.9
8:00.....	3.8	4.4	1.4	2.1	3.6	3.6	3.5	3.8	1.6	2.5	1.6	2.5	6.4	7.7	2.7	3.5	3.6	4.5
8:30.....	9.7	14.1	5.6	7.7	4.3	7.9	9.4	13.2	6.7	9.2	6.3	8.8	9.5	17.1	6.5	10.0	6.4	10.9
9:00.....	28.8	42.9	21.0	28.7	25.9	33.8	32.7	45.9	21.9	31.1	23.4	32.2	29.2	46.3	21.3	31.3	23.2	34.1
9:30.....	7.3	50.2	6.3	35.0	3.6	37.4	8.8	54.7	9.5	40.6	5.7	37.9	11.7	58.0	9.7	41.0	11.2	45.3
10:00.....	35.8	86.0	35.7	70.7	30.9	68.3	31.0	85.7	32.1	72.7	36.1	74.0	28.7	86.7	30.3	71.3	34.9	80.2
10:30.....	3.5	89.5	8.4	79.1	9.4	77.7	4.7	90.4	10.2	82.9	10.1	84.1	3.5	90.2	12.0	83.3	7.5	87.7
11:00.....	0.7	90.2	2.1	81.2	1.4	79.1	0.2	90.6	3.2	86.1	2.2	86.3	0.3	90.5	3.0	86.3	2.1	89.8
11:30.....	0.3	90.5	2.8	84.0	1.4	80.5	0.2	90.8	0.0	86.1	0.6	86.9	0.1	90.6	1.5	87.8	0.7	90.5
12:00+....	0.0	90.5	0.7	84.7	.0.7	81.2	0.0	90.8	1.0	87.1	0.3	87.2	0.0	90.6	1.1	88.9	0.0	90.5
No limitation	9.4	99.9	15.4	100.1	18.7	99.9	9.3	100.1	13.0	100.1	12.7	99.9	9.4	100.0	11.0	99.9	9.4	99.9
Before Non-School Days	(286)		(145)		(140)		(637)		(318)		(318)		(1099)		(530)		(562)	
Must stop at:																		
6:00.....	0.0	0.0	1.4	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2	0.2
6:30.....	0.0	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2	0.2	0.4
7:00.....	0.0	0.0	0.0	1.4	0.7	0.7	0.2	0.2	0.0	0.0	0.0	0.0	0.2	0.4	0.0	0.2	0.0	0.4
7:30.....	0.0	0.0	0.0	1.4	0.0	0.7	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.2	0.0	0.4
8:00.....	0.7	0.7	0.0	1.4	0.7	1.4	0.3	0.5	0.6	0.6	0.6	0.6	0.5	0.9	0.9	1.1	0.7	1.1
8:30.....	1.7	2.4	0.0	1.4	1.4	2.8	0.0	0.5	0.6	1.2	0.6	1.2	1.5	2.4	1.3	2.4	0.7	1.8
9:00.....	2.8	5.2	3.4	4.8	2.1	4.9	2.7	3.2	3.5	4.7	2.5	3.7	3.9	6.3	1.7	4.1	2.7	4.5
9:30.....	0.3	5.5	0.0	4.8	0.0	4.9	1.6	4.8	0.3	5.0	1.6	5.3	2.6	8.9	1.5	5.6	1.8	6.3
10:00.....	15.7	21.2	4.8	9.6	7.9	12.8	19.9	24.7	7.2	12.2	6.3	11.6	19.0	27.9	6.2	11.8	7.5	13.8
10:30.....	2.8	24.0	4.8	14.4	2.9	15.7	3.8	28.5	3.1	15.3	3.8	15.4	4.0	31.9	1.7	12.5	3.6	17.4
11:00.....	1.4	25.4	2.1	16.5	0.7	16.4	0.9	29.4	0.6	15.9	1.3	16.7	4.6	36.5	2.5	15.0	2.8	20.2
11:30.....	3.5	28.9	1.4	17.9	2.9	19.3	2.7	32.1	1.6	17.5	2.8	19.5	3.5	40.0	1.7	16.7	3.4	23.6
12:00+....	7.0	35.9	11.0	28.9	5.7	25.0	5.7	37.8	11.6	29.1	3.8	23.3	5.5	45.5	11.5	28.2	7.8	31.4
No limitation	64.0	99.9	71.0	99.9	75.0	100.0	62.3	100.1	70.8	99.9	76.7	100.0	54.4	99.9	70.8	99.0	68.7	100.1

Table 49

COMPARISON OF MOTHERS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Highest Level of Formal Schooling of Mothers -

Before School Days	Not a high school graduate						A high school graduate						1 or more years of college					
	Mothers (453)		Boys (215)		Girls (225)		Mothers (1095)		Boys (505)		Girls (574)		Mothers (978)		Boys (472)		Girls (496)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.2	0.2	0.0	0.0	0.0	0.0	0.2	0.2	0.4	0.4	0.0	0.0	0.2	0.2	0.0	0.0	0.8	0.8
6:30.....	0.0	0.2	0.0	0.0	0.0	0.0	0.2	0.4	0.4	0.8	0.0	0.0	0.3	0.5	0.2	0.2	0.0	0.8
7:00.....	0.0	0.2	0.5	0.5	0.0	0.0	0.4	0.8	0.2	1.0	0.2	0.2	0.1	0.6	0.4	0.6	0.0	0.8
7:30.....	0.4	0.6	0.0	0.5	0.0	0.0	0.5	1.3	0.0	1.0	0.5	0.7	0.4	1.0	0.4	1.0	0.4	1.2
8:00.....	5.3	5.9	3.7	4.2	3.6	3.6	4.7	6.0	2.0	3.0	2.3	3.0	6.6	7.6	2.5	3.5	3.2	4.4
8:30.....	9.9	15.8	5.6	9.8	7.1	10.8	9.5	15.5	8.3	11.3	6.3	9.3	10.5	18.1	6.1	9.6	6.7	11.1
9:00.....	23.6	39.4	19.1	28.9	19.6	30.4	29.8	45.3	18.8	30.1	21.6	30.9	30.2	48.3	21.2	30.8	22.6	33.7
9:30.....	9.5	48.9	4.2	33.1	7.6	38.0	11.2	56.5	10.9	41.0	9.1	40.0	10.5	58.8	11.7	42.5	9.1	42.8
10:00.....	36.0	84.9	35.8	68.9	36.0	74.0	34.5	91.0	33.1	74.1	34.7	74.1	28.6	87.4	27.5	70.0	33.1	75.9
10:30.....	3.8	88.7	10.7	79.6	7.1	81.1	3.0	94.0	9.7	83.8	9.9	84.6	4.7	92.1	12.1	82.1	9.1	85.0
11:00.....	0.4	89.1	2.3	81.9	0.9	82.0	0.2	94.2	3.8	87.6	3.1	87.7	0.2	92.3	2.8	84.9	2.0	87.0
11:30.....	0.2	89.3	0.9	82.8	2.2	84.2	0.1	94.3	1.6	89.2	0.3	88.0	0.0	92.3	1.1	86.0	0.4	87.4
12:00+....	0.0	89.3	2.3	85.1	0.4	84.6	0.0	94.3	1.2	90.4	0.3	88.3	0.0	92.3	0.6	86.6	0.0	87.4
No limitation	10.6	99.9	14.9	100.0	15.6	100.0	5.8	100.1	9.7	100.1	11.7	100.0	7.6	99.9	13.3	99.9	12.7	100.1
Before Non-School Days	(451)		(221)		(227)		(1099)		(507)		(577)		(977)		(473)		(492)	
Must stop at:																		
6:00.....	0.0	0.0	0.9	0.9	0.4	0.4	0.0	0.0	0.0	0.0	0.2	0.2	0.0	0.0	0.2	0.2	0.4	0.4
6:30.....	0.0	0.0	0.0	0.9	0.0	0.4	0.1	0.1	0.2	0.2	0.0	0.2	0.0	0.0	0.0	0.2	0.2	0.6
7:00.....	0.0	0.0	0.0	0.9	0.9	1.3	0.1	0.2	0.0	0.2	0.2	0.4	0.0	0.0	0.0	0.2	0.0	0.6
7:30.....	0.0	0.0	0.0	0.9	0.0	1.3	0.1	0.3	0.0	0.2	0.0	0.4	0.0	0.0	0.0	0.2	0.0	0.6
8:00.....	0.2	0.2	0.0	0.9	0.9	2.2	0.5	0.8	0.4	0.6	0.5	0.9	0.5	0.5	0.8	1.0	0.4	1.0
8:30.....	0.4	0.6	1.4	2.3	2.2	4.4	0.3	1.1	0.6	1.2	0.5	1.4	0.8	1.3	0.6	1.6	0.8	1.8
9:00.....	2.9	3.5	2.3	4.6	0.9	5.3	2.6	3.7	2.2	3.4	2.1	3.5	4.8	6.1	2.7	4.3	3.0	4.8
9:30.....	2.7	6.2	0.0	4.6	1.8	7.1	1.9	5.6	1.6	5.0	1.6	5.1	2.0	8.1	2.1	6.4	1.4	6.2
10:00.....	10.9	17.1	4.5	9.1	5.3	12.4	17.7	23.3	6.7	11.7	6.6	11.7	23.7	31.8	5.9	12.3	7.3	13.5
10:30.....	3.1	20.2	3.2	12.3	3.5	15.9	4.5	27.8	2.4	14.1	3.1	14.8	4.6	36.4	1.7	14.0	4.1	17.6
11:00.....	1.3	21.5	0.9	13.2	2.6	18.5	2.5	30.3	2.2	16.3	1.7	16.5	3.3	39.7	1.9	15.9	2.0	19.6
11:30.....	2.9	24.4	2.7	15.9	3.1	21.6	2.7	33.0	2.4	18.7	3.3	19.8	3.2	42.9	1.3	17.2	3.0	22.6
12:00+....	6.2	30.6	13.6	29.5	8.8	30.4	4.5	37.5	11.6	30.3	6.9	26.7	3.6	46.5	10.4	27.6	6.3	28.9
No limitation	69.4	100.0	70.6	100.1	69.6	100.0	62.3	99.8	69.8	100.1	73.3	100.0	53.4	99.9	72.3	99.9	70.9	99.8

No trends were observed in the children's reports which reflect the effects of their parents'schooling. Beyond 10:00 P.M., the cumulative percentage of girls reporting cutoff times tended to be higher for those whose parents had some college education.

Variations Attributable to Age of the Parents

Age of the parents appeared to have much greater effect than education upon the restrictions placed on the viewing times of children in the evening. Overall, it was evident that younger parents placed more restrictions on their children's viewing in the evenings before school days. This phenomenon was reflected in the reports of both parents and children, although, as noted in earlier analyses, there was the usual disparities between parents' and children's reports. Data supporting this conclusion are analyzed in Tables 50 and 51 in which reports of fathers and mothers are analyzed separately and for whom three age categories appear: "under 35 years of age"; "35 to 49 years of age"; and "50 or more years of age."

Cutoff times before school days. The most frequently reported cutoff time by parents under thirty -five years of age was 9:00 P.M. For those over thirty-five, it was 10:00 P.M.

In both Table 50 and 51, definite trends were observed which were attributable to the age of the parents. The younger the parents, the higher were the cumulative percentages of parents reporting cutoff times throughout the evening. The same trend was true for girls and, to a lesser degree, for boys of younger parents. In the case of boys, based on the age of the fathers, the trend appeared only between 8:00 and 10:00 P.M. However, of the boys with fathers under thirty-five years of age, the cumulative percentages reporting cutoff times were considerably higher throughout the evening than was the case for boys with older fathers.

In analyzing the reports of parents who were fifty years of age or older, it was interesting to note at the 10:00 P.M. cutoff time that nearly one-fourth of the children had no restrictions placed on their viewing.

In examining the reports of no limitations on viewing whatsoever, again definite trends were observed--the older the parents, the higher were the percentages reporting no limitations. One exception to the trend occurred in the reports of boys in which no substantial differences were noted among those with fathers in the two older groups.

Cutoff times before non-school days. Although the incidence of parental restrictions on children's viewing times was lower in the evenings before non-school days, age of the parent still appeared to be an important variable.

As Table 50 reveals, the older the father, the lower were the cumulative percentages of fathers and their children who reported cutoff times throughout the evening. And, with respect to the absence of parental restrictions, the

Table 50

COMPARISON OF FATHERS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Age of the Fathers -

Before School Days	Under 35 years of age						35 to 49 years of age						50 or more years of age					
	Fathers (526)		Boys (260)		Girls (264)		Fathers (1329)		Boys (637)		Girls (670)		Fathers (209)		Boys (98)		Girls (107)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.2	0.2	0.0	0.0	0.8	0.8	0.5	0.5	0.0	0.0	0.3	0.3	0.5	0.0	0.0	0.0	0.0	0.0
6:30.....	0.2	0.4	0.4	0.4	0.0	0.8	0.2	0.7	0.2	0.2	0.0	0.3	0.0	0.5	0.0	0.0	0.0	0.0
7:00.....	0.2	0.6	0.0	0.4	0.0	0.8	0.2	0.9	0.6	0.8	0.0	0.3	0.0	0.5	0.0	0.0	0.0	0.0
7:30.....	1.0	1.6	0.0	0.4	0.8	1.6	0.2	1.1	0.5	1.3	0.3	0.6	0.0	0.5	0.0	0.0	0.0	0.0
8:00.....	9.3	10.9	3.5	3.9	6.8	8.4	4.0	5.1	1.9	3.2	1.5	2.1	1.4	1.9	1.0	1.0	1.9	1.9
8:30.....	14.4	25.3	14.2	18.1	9.1	17.5	7.9	13.0	3.9	7.1	5.7	7.8	6.7	8.6	2.0	3.0	2.8	4.7
9:00.....	38.8	64.1	31.2	49.3	30.7	48.2	28.5	41.5	18.1	25.2	22.4	30.2	21.1	29.7	18.4	21.4	13.1	17.8
9:30.....	9.5	73.6	11.9	61.2	11.0	59.2	10.6	52.1	8.8	34.0	8.5	38.7	9.1	38.8	5.1	26.5	0.9	18.7
10:00.....	20.5	94.1	22.7	83.9	24.6	83.8	33.0	85.1	33.9	67.9	37.5	76.2	36.8	75.6	39.8	66.3	44.9	63.6
10:30.....	1.7	95.8	4.6	88.5	4.2	88.0	3.8	88.9	12.7	80.6	9.7	85.9	9.1	84.7	15.3	81.6	12.1	75.7
11:00.....	0.0	95.8	2.3	90.8	1.5	89.5	0.4	89.3	3.6	84.2	1.8	87.7	0.5	85.2	1.0	82.6	3.7	79.4
11:30.....	0.2	96.0	0.4	91.2	0.4	89.9	0.1	89.4	1.3	85.5	0.4	88.1	0.5	85.7	3.1	85.7	3.7	83.1
12:00+....	0.0	96.0	0.4	91.6	0.0	89.9	0.0	89.4	1.1	86.6	0.1	88.2	0.0	85.7	2.0	87.7	0.0	83.1
No limitation	4.0	100.0	8.5	100.1	10.2	100.1	10.8	100.2	13.5	100.1	11.8	100.0	14.4	100.1	12.2	99.9	16.8	99.9
Before Non-School Days	(525)		(261)		(263)		(1329)		(647)		(671)		(208)		(98)		(110)	
Must stop at:																		
6:00.....	0.0	0.0	1.1	1.1	0.0	0.0	0.2	0.2	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
6:30.....	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0
7:00.....	0.4	0.4	0.0	1.1	0.4	0.4	0.1	0.3	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
7:30.....	0.0	0.4	0.0	1.1	0.0	0.4	0.0	0.3	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0
8:00.....	1.1	1.5	1.1	2.2	1.5	1.9	0.3	0.6	0.6	0.6	0.4	0.6	0.0	0.0	0.0	0.0	0.0	0.0
8:30.....	1.5	3.0	1.9	4.1	0.8	2.7	1.1	1.7	0.8	1.4	0.9	1.5	0.0	0.0	0.0	0.0	0.9	0.9
9:00.....	5.1	8.1	3.8	7.9	3.4	6.1	2.8	4.5	2.0	3.4	2.5	4.0	2.9	2.9	2.0	2.0	0.0	0.9
9:30.....	2.5	10.6	0.4	8.3	2.7	8.8	1.9	6.4	1.1	4.5	1.3	5.3	1.9	4.8	2.0	4.0	0.9	1.8
10:00.....	22.3	32.9	7.3	15.6	8.4	17.2	18.7	25.1	6.2	10.7	6.9	12.2	12.0	16.8	5.1	9.1	4.5	6.3
10:30.....	3.0	35.9	1.9	17.5	4.6	21.8	4.0	29.1	2.6	13.3	3.1	15.3	4.3	21.1	5.1	14.2	2.7	9.0
11:00.....	2.1	38.0	0.8	18.3	2.7	24.5	2.9	32.0	2.5	15.8	2.1	17.4	5.3	26.4	1.0	15.2	1.8	10.8
11:30.....	2.1	40.1	1.9	20.2	3.8	28.3	3.4	35.4	1.7	17.5	2.7	20.1	4.3	30.7	0.0	15.2	4.5	15.3
12:00+....	5.9	46.0	11.5	31.7	8.0	36.3	5.6	41.0	11.0	28.5	5.5	25.6	6.3	37.0	12.2	27.4	6.4	21.7
No limitation	53.9	99.9	68.2	99.9	63.9	100.2	59.1	100.1	71.6	100.1	74.2	99.8	63.0	100.0	72.4	99.8	78.2	99.9

Table 51

COMPARISON OF MOTHERS' AND CHILDREN'S REPORTS ON THE TIMES OF THE EVENING WHEN CHILDREN MUST STOP WATCHING TELEVISION

- By Age of the Mothers -

Before School Days	Under 35 years of age						35 to 49 years of age						50 or more years of age					
	Mothers		Boys		Girls		Mothers		Boys		Girls		Mothers		Boys		Girls	
	(1076)		(522)		(545)		(1346)		(628)		(695)		(129)		(59)		(64)	
Must stop at:	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%	%	Cum%
6:00.....	0.1	0.1	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.0
6:30.....	0.1	0.2	0.2	0.4	0.0	0.2	0.3	0.6	0.3	0.5	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0
7:00.....	0.2	0.4	0.2	0.6	0.0	0.3	0.2	0.8	0.5	1.0	0.1	0.5	0.0	0.0	0.0	0.0	0.0	0.0
7:30.....	0.5	0.9	0.4	1.0	0.6	0.9	0.4	1.2	0.0	1.0	0.3	0.8	0.8	0.8	1.7	1.7	0.0	0.0
8:00.....	9.0	9.9	3.4	4.4	5.0	5.9	3.3	4.5	2.1	3.1	1.3	2.1	1.6	2.4	0.0	1.7	1.6	1.6
8:30.....	14.4	24.3	11.3	15.7	8.6	14.5	6.7	11.2	3.8	6.9	5.0	7.1	5.4	7.8	0.0	1.7	4.7	6.3
9:00.....	33.9	58.2	27.2	42.9	26.4	40.9	25.9	37.1	14.3	21.2	18.3	25.4	18.6	26.4	18.6	20.3	15.6	21.9
9:30.....	9.5	67.7	10.2	53.1	10.3	51.2	11.0	48.1	10.5	31.7	8.1	33.5	14.7	41.1	1.7	22.0	3.1	25.0
10:00.....	26.2	93.9	29.1	82.2	31.6	82.8	37.2	85.3	33.3	65.0	36.7	70.2	37.2	78.3	28.8	50.8	34.4	59.4
10:30.....	1.9	95.8	7.1	89.3	5.7	88.5	4.9	90.2	13.2	78.2	11.4	81.6	8.5	86.8	20.3	71.1	14.1	73.5
11:00.....	0.2	96.0	2.5	91.8	1.5	90.0	0.3	90.5	3.7	81.9	2.6	84.2	0.0	86.8	1.7	72.8	6.3	79.8
11:30.....	0.0	96.0	0.8	92.6	0.2	90.2	0.2	90.7	1.3	83.2	0.9	85.1	0.0	86.8	5.1	77.9	3.1	82.9
12:00+....	0.0	96.0	1.0	93.6	0.4	90.6	0.0	90.7	1.3	84.5	0.1	85.2	0.0	86.8	1.7	79.6	0.0	82.9
No limitation	4.1	100.1	6.5	100.1	9.7	100.3	9.4	100.1	15.6	100.1	14.8	100.0	13.2	100.0	20.3	99.9	17.2	100.1
Before Non-School Days	(1077)		(521)		(546)		(1345)		(638)		(695)		(130)		(59)		(65)	
Must stop at:																		
6:00.....	0.0	0.0	0.2	0.2	0.2	0.2	0.0	0.0	0.3	0.3	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.0
6:30.....	0.1	0.1	0.2	0.4	0.0	0.2	0.1	0.1	0.0	0.3	0.1	0.5	0.0	0.0	0.0	0.0	0.0	0.0
7:00.....	0.1	0.2	0.0	0.4	0.4	0.6	0.0	0.1	0.0	0.3	0.1	0.6	0.0	0.0	0.0	0.0	0.0	0.0
7:30.....	0.0	0.2	0.0	0.4	0.0	0.6	0.1	0.2	0.0	0.3	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0
8:00.....	0.6	0.8	1.0	1.4	1.1	1.7	0.4	0.6	0.2	0.5	0.3	0.9	0.0	0.0	0.0	0.0	0.0	0.0
8:30.....	0.7	1.5	1.5	2.9	1.1	2.8	0.4	1.0	0.2	0.7	0.7	1.6	0.0	0.0	0.0	0.0	1.5	1.5
9:00.....	5.0	6.5	3.3	6.2	3.3	6.1	2.5	3.5	1.6	2.3	1.6	3.2	2.3	2.3	3.4	3.4	0.0	1.5
9:30.....	2.2	8.7	1.3	7.5	1.3	7.4	2.4	5.9	1.7	4.0	1.6	4.8	0.0	2.3	0.0	3.4	3.1	4.6
10:00.....	21.0	29.7	6.7	14.2	7.1	14.5	17.2	23.1	5.6	9.6	6.3	11.1	15.4	17.7	5.1	8.5	4.6	9.2
10:30.....	3.2	32.9	1.9	16.1	4.2	18.7	4.6	27.7	2.8	12.4	3.0	14.1	9.2	26.9	0.0	8.5	3.1	12.3
11:00.....	1.5	34.4	1.2	17.3	1.8	20.5	3.3	31.0	2.5	14.9	2.4	16.5	6.2	33.1	0.0	8.5	0.0	12.3
11:30.....	1.7	36.1	2.5	19.8	3.3	23.8	3.6	34.6	1.6	16.5	2.6	19.1	6.2	39.3	1.7	10.2	7.7	20.0
12:00+....	4.5	40.6	12.3	32.1	9.3	33.1	4.5	39.1	11.0	27.5	5.2	24.3	5.4	44.7	10.2	20.4	6.2	26.2
No limitation	59.3	99.9	67.9	100.0	66.8	99.9	61.2	100.3	72.6	100.1	75.5	99.8	55.4	100.1	79.7	100.1	73.8	100.0

older the father, the higher were the percentages of the fathers and their children who reported no limitations on their viewing.

The effect of the age of the mother was not as consistent. Based on the children's reports analyzed in Table 51, the older the mother, the lower were the cumulative percentages of children reporting cutoff times until 11:00 P.M. The reports of the mothers, however, did not reveal a similar trend after 10:00 P.M. Lack of trends in the late evening may be due to the instability of the percentages which are based on very small samples of mothers fifty years of age or older and their children.

Incidence of Children's Viewing Beyond Cutoff Times Prescribed by Parents on Nights Before School Days

Of the 4,882 parents who participated in the survey, 91.6% reported that they usually required their children to stop watching television at some "special time" on nights before school days (see Questions 8, 9, and 10 of the parents' questionnaire in Appendix C). Earlier, in Chapter III, analyses were made of children's reports of viewing, by half-hour periods, during the evenings before the school days of the survey week, November 15-19--Sunday through Thursday. With these two sets of data, it was possible to examine the degree to which children complied with their parents' guidance on viewing on those nights before school days. More specifically, analyses were made to answer the question: what percentage of children watched television beyond the "cutoff times" prescribed by their parents?

As noted earlier in this chapter (Table 42), the six cutoff times most frequently mentioned by parents on nights before school days were, in order of frequency, 10:00, 9:00, 9:30, 8:30, 8:00, and 10:30. Collectively, these cutoff times were reported by 90.1% of the parents. Based on the reports of guidance by fathers and mothers, respectively, Tables 52 and 53 analyze the percentages of children who listened beyond those cutoff times. The headings in both tables are the six cutoff times most frequently reported by the parents. Under each cutoff time there are two columns. The first column ("No.") provides the total number of children whose parents reported they should not watch beyond that time. The second column (%) is the percentage of that number who reported viewing beyond the prescribed cutoff time. It should be noted that the percentages of children viewing after the two most frequently cutoff times, 9:00 and 10:00 P.M., are based on samples larger than those for the other four cutoff times and, therefore, are statistically more reliable. For that reason, the major focus of this analysis will be on the degree of non-compliance with the 9:00 and 10:00 P.M. cutoff times prescribed by parents.

Non-compliance with the 9:00 P.M. cutoff time. Tables 52 and 53 reveal that the percentages of children who reported viewing beyond the 9:00 P.M. cutoff time were slightly under 40%. Sex and grade level of the child and the number of sets available in the home did not appear to be important

Table 52

CHILDREN'S NON-COMPLIANCE WITH FATHERS' GUIDANCE ON THE TIMES OF THE EVENING BEFORE SCHOOL DAYS WHEN THEY MUST STOP WATCHING TV

(Percentages who reported watching TV beyond "cut-off times" prescribed by fathers)*

SUNDAY-THURSDAY NIGHTS COMBINED	No. of Reports	"Cut-Off Times Prescribed by Fathers*"											
		8:00 P.M.		8:30 P.M.		9:00 P.M.		9:30 P.M.		10:00 P.M.		10:30 P.M.	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All Children	1856	105	47.7	196	48.4	630	37.4	211	47.8	626	18.5	79	10.1
All Boys	909	51	58.9	95	46.5	293	37.5	113	52.1	312	22.5	40	7.5
All Girls	937	53	37.7	101	50.6	334	37.8	95	42.2	311	14.5	39	12.8
Children in:													
Grades 4-6	958	92	51.1	155	45.8	407	37.8	103	45.7	192	16.1	8	12.5
Grades 7-9	898	13	23.1	41	58.6	223	36.7	108	50.0	434	19.7	71	9.8
Wichita	1152	65	40.0	120	50.9	383	37.6	123	51.2	406	20.0	51	5.9
Outside Wichita	688	36	58.4	74	43.4	242	36.7	85	43.5	218	16.1	28	17.8
Single-Set Homes	550	41	58.5	66	45.4	201	36.4	47	38.3	171	15.2	20	10.0
Multi-Set Homes	1286	63	39.7	129	50.5	422	38.1	161	50.9	449	19.8	57	10.6
All children, by Night of the week:													
SUNDAY NIGHT	376	23	47.9	43	46.5	140	38.5	27	55.5	123	29.4	16	12.6
MONDAY NIGHT	400	22	27.2	33	60.6	132	46.2	59	59.4	140	23.6	14	0.0
TUESDAY NIGHT	363	23	60.7	40	42.5	124	31.4	29	30.9	130	10.0	15	26.7
WEDNESDAY NIGHT	397	24	62.4	43	60.6	128	44.5	54	57.5	132	13.6	15	6.7
THURSDAY NIGHT	310	13	30.8	36	33.3	103	23.3	39	23.0	98	16.3	19	5.3

---

* Under each "cut-off time," there are two columns. The first column (No.) represents the total number of children in each respondent category whose fathers reported they should not watch beyond that time. The second column (%) is the percentage of that number who reported viewing beyond the prescribed "cut-off" time.

Table 53

CHILDREN'S NON-COMPLIANCE WITH MOTHERS' GUIDANCE ON THE TIMES OF THE EVENING BEFORE SCHOOL DAYS WHEN THEY MUST STOP WATCHING TV

(Percentages who reported watching TV beyond "cut-off times" prescribed by mothers)*

		"Cut-Off Times Prescribed by Mothers*											
SUNDAY-THURSDAY NIGHTS COMBINED	No. of Reports	8:00 P.M.		8:30 P.M.		9:00 P.M.		9:30 P.M.		10:00 P.M.		10:30 P.M.	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All Children	2339	144	46.6	254	54.0	736	39.2	269	45.9	830	20.2	97	14.4
All Boys	1129	70	52.8	123	52.8	346	39.9	124	46.0	410	23.6	33	20.8
All Girls	1200	74	40.7	131	55.0	388	39.1	142	45.8	415	16.6	44	6.8
Children in:													
Grades 4-6	1262	124	49.9	209	52.3	499	39.4	139	43.2	273	20.8	16	12.6
Grades 7-9	1077	20	25.0	45	62.1	237	38.4	130	48.5	557	19.9	81	14.8
Wichita	1506	102	43.0	151	57.0	451	38.0	172	47.7	565	20.3	59	10.2
Outside Wichita	804	38	55.4	96	49.9	275	40.4	94	42.6	260	20.0	38	21.0
Single-Set Homes	752	61	52.5	102	53.9	237	38.8	73	31.5	247	20.6	28	14.3
Multi-Set Homes	1563	81	40.7	148	55.6	491	39.5	194	50.6	576	20.1	68	14.7
All children, by Night of the week:													
SUNDAY NIGHT	491	24	41.6	66	48.4	150	41.3	52	50.0	176	29.0	21	28.6
MONDAY NIGHT	494	35	48.6	48	58.4	156	47.4	53	52.8	180	26.2	21	19.1
TUESDAY NIGHT	456	24	45.9	47	48.9	155	30.8	49	36.7	157	11.5	23	8.7
WEDNESDAY NIGHT	505	35	54.4	50	70.0	159	44.6	67	55.3	176	16.5	15	6.7
THURSDAY NIGHT	374	25	36.0	42	45.4	110	27.3	42	23.8	136	16.2	17	5.9

---

* Under each "cut-off time," there are two columns. The first column (No.) represents the total number of children in each respondent category whose mothers reported they should not watch beyond that time. The second column (%) is the percentage of that number who reported viewing beyond the prescribed "cut-off" time.

variables. Percentages of children who viewed television beyond their mothers' prescribed cutoff times generally were higher than those of children exceeding the fathers' prescribed times, but the differences were not great.

Non-compliance with the 10:00 P.M. cutoff time. Non-compliance with the 10:00 P.M. cutoff time was proportionately half of that reported for the 9:00 P.M. cutoff time. The percentages of all children viewing beyond the 10:00 P.M. cutoff time, as prescribed by fathers and mothers, respectively, were 18.5% and 20.2%. Non-compliance was greater among boys than girls.

Based on the mothers' guidance only, the grade level of the children and the number of sets in the home were not significant variables, However, based on the fathers' guidance, there were slight differences. Non-compliance was slightly greater among: junior high school students (compared with grade schoolers); children residing in Wichita (compared with those living outside Wichita); and children in multiple-set homes (compared with those in single-set homes).

Non-compliance, by night of the week. Tables 52 and 53 also report the incidence of non-compliance with parentally prescribed cutoff times on each night of the survey week. At the 8:30, 9:00 and 9:30 cutoff times, non-compliance appeared to be greater on Monday and Wednesday nights than on the other three nights before school days. The reasons for the greater non-compliance on those two nights are not known, but an examination of the broadcast schedule for the survey week provides some possibilities. "Monday Night Football" (ABC, 8:00-10:30+ P.M.) may have accounted for the phenomenon on Monday nights, as it was a strong "favorite" among fathers and boys (see Table 58 in Chapter VIII). On Wednesday night, a block of three one-hour "specials" was broadcast by the ABC affiliate from 7:00 to 10:00 P.M.--successively, "Dorothy Hamill," "John Denver," and "Olivia Newton-John." These three programs may well have had strong appeal to the children, especially the junior high school students, who may have been tempted to exceed the normal cutoff times prescribed by their parents.

For unknown reasons, the incidence of non-compliance with the 8:30, 9:00, and 9:30 P.M. cutoff times was lower on Thursday nights, based on the analyses of both fathers' and mothers' guidance.

Non-compliance with the 10:00 P.M. cutoff time was greater on Sunday night than on the other nights before school days. Nearly 30% of the children reported viewing after that time, based on the guidance reported by both mothers and fathers. One might speculate that this could be attributable to the fact that the children had the opportunity to complete their "homework" on Saturday and earlier on Sunday, thereby "freeing" them to watch television later on Sunday night.

CHAPTER VIII

COMPARISON OF STUDENTS' AND PARENTS' ATTITUDES TOWARD SPECIFIC TELEVISION PROGRAMS IN THE EVENINGS AND ON SATURDAY MORNING

In Section II of their respective quesionnaires, parents and children were asked to report their attitudes toward eighty-six programs broadcast in the evenings from 6:00 to 10:00 P.M. and toward twenty-four programs broadcast from 7:00 to 12:00 on Saturday morning. The choices provided for each program were: "It's one of my favorites"' "It's all right ('so-so')"; "I don't like it"; or "I have never seen it." Earlier in Chapter V, only the children's attitudes were reported. In this chapter, the attitudes of the children will be compared with those of their parents.

The comparisons will be based on the "matching" of children with their parents--that is to say, included in the sample are only those children in homes from which at least one parental response was received. Thus, the sample of children analyzed in this chapter is slightly over one-half the size of the sample upon which the estimates in Chapter V were based. Readers who are interested in the children's attitudes only are advised to examine the data in Chapter V as the larger sample sizes provide estimates of greater statistical reliability.

The data presented in this chapter were secured to provide answers to two of the major research questions posed in Chapter I: What are the attitudes of children and their parents toward specific programs broadcast during and after the "family viewing period" on each night of the week, Sunday through Saturday, from 6:00 P.M. to 10:00 P.M.? And, What are the attitudes of children and their parents toward specific programs broadcast on Saturday mornings?

Implicit in the rationale of this study is the need to determine if there are attitudes shared by adults and children--attitudes which might assist broadcasters in planning and providing programs which would accommodate the tastes of both. The major thrust of the "family viewing concept" has been to broadcast programs considered suitable for viewing by parents and children alike.

The need for determination of adult attitudes is important in another respect. Earlier, in Chapter I, a review of relevant literature revealed three studies (Lyle and Hoffman, 1972; Bauer, 1973; and Hess and Goldman, 1962) which found that children have little control over the selection of television programs which families view. According to these studies, decisions on program selection are made primarily by parents and older siblings. To the extent that parents and older siblings select programs in consonance with their attitudes, it follows that children likely will be viewers, captive or willing, of those programs, and may develop attitudes similar to those of their "elders." For that reason, it is important to examine first the attitudes of parents toward the programs broadcast during and after the "family viewing period" (6:00 to 8:00 P.M. CST).

Attitudes of Parents and Children Toward Evening Television Programs

Parents' favorite and disliked programs

Parents' favorite programs. Table 54 reports the "top twenty" programs reported most frequently by mothers and fathers as "favorites." It must be remembered that these were selected from the list of programs on the questionnaires, and were those scheduled for broadcast during the survey period of mid-November, 1976. For reasons explained in Chapter II, "Methodology," "movies" and "specials" were excluded from the list.

As Table 54 reveals, the programs most favored by both fathers and mothers covered a wide spectrum of program content, and men and women differed considerably in their preferences. However, twelve programs appeared in the "top twenty" lists for both men and women: "Local TV news," "World of Disney," "Wild Kingdom," "Happy Days," "60 Minutes," "Starsky & Hutch," "All in the Family," "Little House on the Prairie," "MASH," "Emergency," "Streets of San Francisco," and "Welcome Back, Kotter."

The eight programs reported as favorites by men only were: "Monday Nite Football," "Hee Haw," "Rockford Files," "Sanford and Son," "Kojak," "Barney Miller," "Six Million Dollar Man," and "Baa Baa Black Sheep."

The eight reported by women only were: "Donnie and Marie," "Carol Burnett Show," "Laverne and Shirley," "Family," "To Tell the Truth," "Captain and Tennille," "Partridge Family," and "Mary Tyler Moore Show."

It is interesting to note that the eight programs reported as favorites by men only featured male performers and actors. The eight reported by women only featured either female stars or performers, or centered on "family situations." It would appear that some type of sex-identification operates in program preferences.

Parents' disliked programs. In Table 55, the twenty programs most disliked by parents are listed separately for fathers and mothers. Again, as was the case for favorite programs, considerable differences in attitudes were noted between the sexes. However, thirteen programs appeared in the lists of programs disliked by both men and women: "Sonny and Cher," "Maude," "Rhoda," "Phyllis," "Lawrence Welk," "Hollywood Squares," "Chico and the Man," "Rich Man, Poor Man II," "Mary Tyler Moore Show," "Mr. T. and Tina," "Hee Haw," "Police Woman," and the "Bob Newhart Show."

Table 54

EVENING PROGRAMS MOST POPULAR WITH PARENTS

Top Twenty Favorites of Fathers						Top Twenty Favorites of Mothers**					
	Program		Type#	Time B'cast	Net/ St'n		Program		Type#	Time B'cast	Net/ St'n
1.	Monday Nite Football. .	60.9%	SPT	Mon-8:00	ABC	1.	*World of Disney.	59.6%	ADV	Sun-6:00	NBC
2.	*Local TV News (avg.). .	53.0	NEW	M-Sa:6:00	---	2.	*Little House on Prairie.	53.2	FDR	Mon-7:00	NBC
3.	*World of Disney	49.1	ADV	Sun-6:00	NBC	3.	*Happy Days	52.8	FSC	Tue-7:00	ABC
4.	*Wild Kingdom.	45.9	AML	Mon-6:30	CBS	4.	*Local TV News (AVG.) . .	49.9	NEW	M-Sa:6:00	---
5.	*Happy Days.	38.4	FSC	Tue-7:00	ABC	5.	*Wild Kingdom	42.6	AML	Mon-6:30	CBS
6.	*60 Minutes.	37.8	DOC	Sun-6:00	CBS	6.	*Emergency.	37.1	ADV	Sat-7:00	NBC
7.	Starsky & Hutch	33.9	P/D	Sat-8:00	ABC	7.	Starsky & Hutch.	36.5	P/D	Sat-8:00	ABC
8.	All in the Family . . .	29.6	ASC	Wed-8:00	CBS	8.	*Donnie & Marie	34.8	MCV	Fri-7:00	ABC
9.	*Little House on Prairie	28.9	FDR	Mon-7:00	NBC	9.	*60 Minutes	33.8	DOC	Sun-6:00	CBS
10.	MASH.	28.4	ASC	Tue-8:00	CBS	10.	*Welcome Back, Kotter . .	33.3	FSC	Thu-7:00	ABC
11.	*Emergency	28.2	ADV	Sat-7:00	NBC	11.	Carol Burnett Show . . .	32.2	MCV	Sat-9:00	CBS
12.	Streets of San Francisco	27.3	P/D	Thu-9:00	ABC	12.	*Laverne & Shirley. . . .	29.6	FSC	Tue-7:30	ABC
13.	*Hee Haw	27.1	CWM	Sat-6:30	CBS	13.	Family	29.5	ADR	Tue-9:00	ABC
14.	*Welcome Back, Kotter. .	26.8	FSC	Thu-7:00	ABC	14.	*To Tell the Truth (Avg.)	29.1	Q/G	M-F:6:00	ABC
15.	Rockford Files.	25.6	P/D	Fri-8:00	NBC	15.	All in the Family. . . .	26.9	ASC	Wed-8:00	CBS
16.	*Sanford and Son	25.4	FSC	Fri-7:00	NBC	16.	*Captain & Tennille . . .	25.8	MCV	Mon-7:00	ABC
17.	Kojak	24.7	P/D	Sun-8:00	CBS	17.	*Partridge Family (Avg.).	25.4	FSC	M-F:6:30	ABC
18.	*Barney Miller	24.0	ASC	Thu-7:30	ABC	18.	Streets of San Francisco	25.1	P/D	Thu-9:00	ABC
19.	*Six Million Dollar Man.	23.8	S/F	Sun-7:00	ABC	19.	MASH	24.6	ASC	Tue-8:00	CBS
20.	*Baa Baa Black Sheep . .	23.6	ADV	Tue-7:00	NBC	20.	Mary Tyler Moore Show. .	22.6	ASC	Sat-8:00	CBS

* Broadcast during the "family viewing period" (6:00-8:00 P.M. CST).

** Sample size varied slightly by program. Sample of fathers ranged from 2031 to 2065. Sample of mothers ranged from 2541 to 2565.

# - Type

ADR = "Adult drama"
ADV = "Action-adventure drama"
AML = "Animal-Nature" show
ASC = "Adult situation comedy"
CWM = "Country-western music"
DOC = "Documentary"
FDR = "Family drama"
FSC = "Family situation comedy"
MCV = "Musical/comedy variety"
NEW = "Newscasts"
P/D = "Police-detective drama"
Q/G = "Quiz-Game show"
S/F = "Science-Fantasy Adventure"
SPT = "Sports broadcast"

Table 55

EVENING PROGRAMS MOST DISLIKED BY PARENTS

Twenty Programs Most Disliked by Fathers**						Twenty Programs Most Disliked by Mothers**					
	Program		Type#	Time B'cast	Net/ St'n		Program		Type#	Time B'cast	Net/ St'n
1.	*Sonny & Cher	51.2%	MCV	Sun-7:00	CBS	1.	Maude	52.4%	ASC	Mon-8:00	CBS
2.	Maude	44.9	ASC	Mon-8:00	CBS	2.	*Sonny & Cher	49.6	MCV	Sun-7:00	CBS
3.	*Rhoda	40.0	ASC	Mon-7:00	CBS	3.	Monday Nite Football	37.5	SPT	Mon-8:00	ABC
4.	*Phyllis	36.6	ASC	Mon-7:30	CBS	4.	*Hee Haw	33.7	CWM	Sat-6:30	CBS
5.	*Lawrence Welk	32.9	AFM	Fri-7:00	CBS	5.	*Lawrence Welk	33.6	AFM	Fri-7:00	CBS
6.	*Hollywood Squares (Avg.)	27.1	Q/G	***	NBC	6.	*Phyllis	32.2	ASC	Mon-7:30	CBS
7.	Hawaii Five-O	25.5	P/D	Thu-8:00	CBS	7.	*Rhoda	31.9	ASC	Mon-7:00	CBS
8.	*Chico and the Man	25.0	FSC	Fri-7:30	NBC	8.	Kojak	31.7	P/D	Sun-8:00	CBS
9.	*Laverne & Shirley	24.7	FSC	Tue-7:30	ABC	9.	*Chico and the Man	27.9	FSC	Fri-7:30	NBC
10.	*Bill Cosby Show	24.5	MCV	Sun-6:00	ABC	10.	Police Woman	26.6	P/D	Tue-8:00	NBC
11.	*Partridge Family (Avg.)	24.5	FSC	M-F:6:30	ABC	11.	MASH	26.1	ASC	Tue-8:00	CBS
12.	Rich Man, Poor Man II	23.6	ADR	Tue-8:00	ABC	12.	*Sanford and Son	25.8	FSC	Fri-7:00	NBC
13.	Carol Burnett Show	23.5	MCV	Sat-9:00	CBS	13.	All in the Family	23.7	ASC	Wed-8:00	CBS
14.	Mary Tyler Moore Show	22.8	ASC	Sat-8:00	CBS	14.	Adam 12 (Avg.)	23.1	P/D	M-F:6:30	NBC
15.	*Mr. T. & Tina	22.0	FSC	Sat-7:30	ABC	15.	*Barney Miller	23.1	ASC	Thu-7:30	ABC
16.	*Hee Haw	21.6	CWM	Sat-6:30	CBS	16.	*Mr. T. & Tina	23.0	FSC	Sat-7:30	ABC
17.	*The Jeffersons	21.6	FSC	Wed-6:30	CBS	17.	*Hollywood Squares (Avg.)	22.6	Q/G	***	NBC
18.	Police Woman	21.0	P/D	Tue-8:00	NBC	18.	Rich Man, Poor Man II	22.4	ADR	Tue-8:00	ABC
19.	Bob Newhart Show	20.9	ASC	Sat-8:30	CBS	19.	Mary Tyler Moore Show	22.0	ASC	Sat-8:00	CBS
20.	*Captain & Tennille	20.8	MCV	Mon-7:00	ABC	20.	Bob Newhart Show	21.1	ASC	Sat-8:30	CBS

* Broadcast during the "family viewing period" (6:00-8:00 P.M. CST).

** Sample size varied slightly by program. Sample of fathers ranged from 2031 to 2065. Sample of mothers ranged from 2541 to 2565.

*** Broadcast on Wednesday at 7:00 and on Saturday at 6:00 P.M.

# - Type

ADR = "Adult drama"
ADV = "Action-adventure drama:
AFM = "Adult familiar music"
ASC = "Adult situation comedy"
CWM = "Country-western music"
FDR = "Family drama"
FSC = "Family situation comedy
MCV = "Musical/comedy variety"
P/D = "Police-detective drama"
Q/G = "Quiz-Game" show
SPT = "Sports broadcast"

The seven programs most disliked by men only were: "Hawaii Five-O," "Bill Cosby Show," "Partridge Family," "Laverne and Shirley," "Carol Burnett Show," "The Jeffersons," and "Captain and Tennille,"

The seven programs most disliked by women only were: "Monday Nite Football," "Kojak," "MASH," "Sanford and Son," "All in the Family," "Adam 12," and "Barney Miller,"

Shared attitudes of parents and children

As noted earlier, although it is to be expected that adults and children frequently will differ in their program preferences, one implicit objective of this study was to determine if there are programs toward which parents and children have similar attitudes. Identification of such programs might assist advertisers and broadcasters in selecting programs with broad "family" appeal.

In an attempt to identify such programs, the following methodological approach was employed. For each of the sixty-eight different programs listed on the questionnaire, percentages of fathers, mothers, boys, and girls reporting each program as a "favorite" were computed. Then, for each of the four demographic groups, an average was made of the sixty-eight percentages. That average was labelled the "average favorite percentage." In similar fashion, an "average disliked percentage" was computed based on the reports of the four groups who reported the programs they disliked.

Tables 56 and 57 were constructed to show the degree to which the four groups shared attitudes toward the programs. In order for a given program to qualify for inclusion in Table 56, the percentage of at least one demographic group reporting it as a favorite had to exceed the "average favorite percentage." Similarly, for inclusion in Table 57, the percentage of at least one demographic group--fathers, mothers, boys, or girls--reporting it as disliked had to exceed the "average disliked percentage."

Shared preferences. In Table 56, forty-five programs qualified for for inclusion. The percentage reporting each as a favorite exceeded the "average favorite percentage" of at least one of the demographic groups. The "average favorite percentage" for fathers, mothers, boys, and girls were 17.8%, 19.1%, 30.6% and 29.3%, respectively. It will be noted that the "average favorite percentages" of boys and girls were considerably higher than those of their parents, suggesting a more favorable overall orientation to the evening television "menu." However, the "average favorite percentages" revealed a close correspondence between fathers and mothers, and between boys and girls.

Of the forty-five programs listed in Table 56, twelve enjoyed percentages which exceeded the "average favorite percentage" of all four groups. Based on expressed preferences alone, it would appear that these programs would be acceptable for joint family viewing. Seven of the twelve, in fact, were broadcast during the "family viewing period." The merits of the programs, however, must remain matters for the individual reader's inference and evaluation.

Table 56

COMPARISON OF PARENTS AND CHILDREN IN THEIR SELECTION OF "MOST FAVORED" EVENING TELEVISION PROGRAMS*

	% Naming Program as a "Favorite"						
	Fathers	Mothers	Boys	Girls	Type#	Time B'cast	Net/ St'n
"Average Favorite Percentage"..	(17.8%)	(19.1%)	(30.6%)	(29.3%)			
"Most Favored Programs" Selected by:							
All four groups (12)							
All in the Family.	29.6%	26.9%	45.8%	45.0%	ASC	Wed-8:00	CBS
Carol Burnett Show	19.3	32.2	34.5	50.9	MCV	Sat-9:00	CBS
**Donnie & Marie	22.0	34.8	48.7	64.7	MCV	Fri-7:00	ABC
**Emergency.	28.2	37.1	47.2	43.7	ADV	Sat-7:00	NBC
**Happy Days	38.4	52.8	81.5	90.4	FSC	Tue-7:00	ABC
MASH	28.4	24.6	54.7	42.0	ASC	Tue-8:00	CBS
Rockford Files	25.6	21.4	40.1	25.6	P/D	Fri-8:00	NBC
**Sanford and Son.	25.4	19.8	48.1	32.8	FSC	Fri-7:00	NBC
**Six Million Dollar Man . . .	23.8	19.3	62.1	47.8	S/F	Sun-7:00	ABC
Starsky & Hutch.	33.9	36.5	79.8	77.3	P/D	Sat-8:00	ABC
**Welcome Back, Kotter	26.8	33.3	76.7	78.3	FSC	Thu-7:00	ABC
**World of Disney.	49.1	59.6	36.5	30.6	ADV	Sun-6:00	NBC
All except fathers (4)							
**Captain & Tennille	15.7	25.8	62.7	73.0	MCV	Mon-7:00	ABC
Dick Van Dyke & Co..	15.7	20.4	42.8	35.7	MCV	Thu-9:00	NBC
**Laverne & Shirley.	14.7	29.6	56.2	78.6	FSC	Tue-7:30	ABC
**Partridge Family (Avg.). . .	14.8	25.4	49.8	59.6	FSC	M-F:6:30	ABC
All except boys (1)							
**Little House on the Prairie.	28.9	53.2	24.3	51.4	FDR	Mon-7:00	NBC
All except girls (2)							
**Barney Miller.	24.0	20.8	38.1	24.9	ASC	Thu-7:30	ABC
Monday Nite Football	60.9	19.3	66.5	11.9	SPT	Mon-8:00	ABC
Fathers and mothers only (5)							
**Local TV News (Avg.)	54.0	49.9	6.7	3.3	NEW	M-Sa:6:00	-
**60 Minutes	37.8	33.8	3.9	1.8	DOC	Sun-6:00	CBS
Streets of San Francisco . .	27.3	25.1	26.3	19.3	P/D	Thu-9:00	ABC
**To Tell the Truth (Avg.) . .	19.0	29.1	18.4	15.9	Q/G	M-F:6:00	ABC
**Wild Kingdom	45.9	42.6	29.0	13.9	AML	Mon-6:30	CBS
Boys and Girls only (6)							
**Bill Cosby	11.6	17.9	46.0	38.0	MCV	Sun-6:00	ABC
**Chico and the Man.	12.3	13.1	38.0	33.1	FSC	Fri-7:30	NBC
**Gemini Man	6.4	6.6	45.2	32.1	S/F	Thu-7:00	NBC
**Holmes & Yoyo.	17.1	16.7	70.7	55.6	FSC	Sat-7:00	ABC
One Day at a Time.	7.8	13.8	33.0	52.5	ASC	Tue-8:30	CBS
**Mr. T. & Tina.	6.1	5.4	37.8	40.8	FSC	Sat-7:30	ABC

- -

Table 56 (cont'd)

	% Naming Program as a "Favorite"						
	Fathers	Mothers	Boys	Girls		Time	Net/
"Average Favorite Percentage"..	(17.8%)	(19.1%)	(30.6%)	(29.3%)	Type#	B'cast	St'n
"Most Favored Programs" Selected by:							
Fathers and boys only (3)							
**Baa Baa Black Sheep.	23.6	8.9	49.3	10.8	ADV	Tue-7:00	NBC
Hawaii Five-O.	20.0	15.1	32.2	15.7	P/D	Thu-8:00	CBS
Switch	17.8	14.7	36.7	19.1	P/D	Tue-9:00	CBS
Mothers and girls only (2)							
Family	11.7	29.5	25.2	53.5	ADR	Tue-9:00	ABC
Mary Tyler Moore Show.	16.2	22.6	20.2	31.6	ASC	Sat-8:00	CBS
Fathers only (4)							
Barnaby Jones.	18.2	19.0	20.7	13.5	P/D	Thu-9:00	CBS
**Hee Haw.	27.1	18.9	15.0	10.7	CWM	Sat-6:30	CBS
Kojak.	24.7	16.0	16.2	9.2	P/D	Sun-8:00	CBS
Police Story	20.3	12.5	21.5	13.9	P/D	Tue-9:00	NBC
Mothers only (2)							
Bob Newhart Show	15.7	20.9	20.5	26.7	ASC	Sat-8:30	CBS
Rich Man, Poor Man II.	15.9	21.0	22.2	27.9	ADR	Tue-8:00	ABC
Girls only (3)							
Alice.	5.6	8.6	17.7	30.4	ASC	Wed-8:30	CBS
Nancy Walker Show.	4.0	11.2	22.9	29.8	ASC	Thu-8:30	ABC
**Sybil.	5.1	16.7	14.2	36.7	ADR	Sun-7:00	NBC
Fathers and girls only (1)							
Police Woman	18.1	18.8	21.6	31.2	P/D	Tue-8:00	NBC

* For each of the 68 evening programs listed on the questionnaire, the percentage of each group reporting the program as a "favorite" was calculated. Then, for each group an average of the 68 percentages was computed. That average is labelled the "average favorite percentage." For a program to be listed in the table, the percentage of at least one group reporting it as a "favorite" must exceed the "average favorite percentage."

** Broadcast during the "family viewing period" (6:00-8:00 P.M. CST).

# - Type

ADR = "Adult drama"
ADV = "Adventure drama"
AML = "Animal-Nature" show
ASC = "Adult situation comedy"
CWM = "Country-western music"
DOC = "Documentary"
FDR = "Family drama"
FSC = "Family situation comedy"
MCV = "Musical/comedy variety"
NEW = "Newscasts"
P/D = "Police-detective drama"
Q/G = "Quiz-Game show"
S/F = "Science-Fantasy Adventure"
SPT = "Sports broadcast"

Classified by type of content, the twelve programs consisted of five "situation comedies," two "police-detective" dramas, two "action-adventure" dramas, two musical/comedy variety shows, and one "science-fantasy adventure" drama.

Table 56 also includes seven additional programs that had a higher than average appeal to three of the four demographic groups. To a lesser degree, these also might have potential for "family viewing," and, in fact, five of them were broadcast during the "family viewing period." Table 56 continues the analyses of programs for which only one or two groups reported a higher than average appeal.

Sex of the respondent appeared to influence program preferences. For example, girls reported a higher than average preference for programs which featured female actors and for programs the titles of which included female names, e.g., "Alice," "Nancy Walker," "Sybil," "Police Woman," "Mary Tyler Moore Show," "Captain and Tennille," "Mr. T. and Tina," "Little House on the Prairie," "Family," "Laverne and Shirley," "Donnie and Marie," and "Carol Burnett."

Shared dislikes. Table 57, with the same format used in Table 56, lists forty-six programs which "qualified" for inclusion, the percentage reporting each as disliked" having exceeded the "average disliked percentage" of at least one of the four demographic groups. The "average disliked percentages" for fathers, mothers, boys, and girls were 17.2%, 17.5%, 18.0%, and 17.1%, respectively. Unlike the pattern of favorite programs, parents and children did not differ significantly in their orientation toward programs of lesser appeal.

Twelve of the forty-six programs suffered a higher than "average disliked percentage" reported by both parents and children. This suggests that they might not be the most appropriate for "family viewing," although six were broadcast during the "family viewing period." By type of content, the twelve programs consisted of four "police-detective dramas," three "adult situation comedies," one "adult drama," one "adult familiar music" show, one "quiz-games" show, one musical/comedy variety show, and one "country-western music" show.

Four other programs suffered a higher than "average disliked percentage" among three of the four groups. By type, these consisted of one "police-detective" drama, and three "adult situation comedies." In the latter three, the effect of "sex-identification" again was noted, with girls reporting much less distaste for the "Nancy Walker Show," "Mary Tyler Moore Show," and "Rhoda."

The programs not listed in Tables 56 and 57 are analyzed in Table 58. In addition, for all program listings, Table 58 reports the percentages who neither "liked" nor "disliked" each program, but reported instead an attitude of "it's all right ('so-so')." Reports are provided separately by sex of the respondents--fathers, mothers, boys, and girls.

Table 57

COMPARISON OF PARENTS AND CHILDREN IN THEIR REPORTS OF "MOST DISLIKED" EVENING TELEVISION PROGRAMS*

	% Reporting Program as "Disliked"						
	Fathers	Mothers	Boys	Girls	Type#	Time B'cast	Net/St'n
"Average Disliked Percentage". .	(17.2%)	(17.5%)	(18.0%)	(17.1%)			
"Most Disliked Programs" Reported by:							
All four groups (12)							
**Adam 12 (Avg.)	19.3%	23.1%	20.7%	29.4%	P/D	M-F:6:30	NBC
Bob Newhart Show	20.9	21.1	23.1	17.4	ASC	Sat-8:30	CBS
Hawaii Five-O.	25.5	18.9	18.0	30.4	P/D	Thu-8:00	CBS
**Hee Haw.	21.6	33.7	44.4	50.5	CWM	Sat-6:30	CBS
**Hollywood Squares (AVG.) . . .	27.1	22.6	49.4	51.1	Q/G	***	NBC
Kojak.	20.1	31.7	31.5	43.0	P/D	Sun-8:00	CBS
**Lawrence Welk.	32.9	33.6	58.0	55.9	AFM	Fri-7:00	CBS
Maude.	44.9	52.4	32.4	24.3	ASC	Mon-8:00	CBS
**Phyllis.	36.6	32.2	34.4	20.6	ASC	Mon-7:30	CBS
Police Woman	21.0	26.6	24.9	17.5	P/D	Tue-8:00	NBC
Rich Man, Poor Man II.	23.6	22.4	28.2	18.6	ADR	Tue-8:00	ABC
**Sonny & Cher	51.2	49.6	59.4	40.6	MCV	Sun-7:00	CBS
All except fathers (1)							
Police Story	14.5	20.9	21.0	22.8	P/D	Tue-9:00	NBC
All except girls (3)							
Mary Tyler Moore Show.	22.8	22.0	26.2	14.8	ASC	Sat-8:00	CBS
Nancy Walker Show.	20.5	22.0	26.2	14.8	ASC	Sat-8:00	CBS
**Rhoda.	40.0	31.9	31.3	12.0	ASC	Mon-7:00	CBS
Fathers and mothers only (9)							
All in the Family.	19.5	23.7	11.4	11.2	ASC	Wed-8:00	CBS
**Bill Cosby Show.	24.5	19.1	5.9	7.0	MCV	Sun-6:00	ABC
**Chico and the Man.	25.0	27.9	14.2	14.6	FSC	Fri-7:30	NBC
**The Jeffersons	21.6	18.1	16.0	12.7	FSC	Wed-6:30	CBS
**Laverne & Shirley.	24.7	19.6	8.5	2.2	FSC	Tue-7:30	ABC
MASH	19.4	26.1	10.0	15.4	ASC	Tue-8:00	CBS
**Mr. T. & Tina.	22.0	23.0	15.1	11.9	FSC	Sat-7:30	ABC
**Sanford and Son.	18.9	25.8	10.1	15.6	FSC	Fri-7:00	NBC
**Welcome Back, Kotter	20.5	18.7	2.1	2.2	FSC	Thu-7:00	ABC
Boys and girls only (7)							
Barnaby Jones.	16.1	15.7	23.6	28.4	P/D	Thu-9:00	CBS
The Blue Knight.	10.3	12.8	18.4	17.3	P/D	Wed-9:00	CBS
**Dolly.	11.0	16.8	33.5	31.0	CWM	Sat-6:30	NBC
**Local TV news (Avg.)	1.9	1.1	28.4	34.9	NEW	M-Sa:6:00	-
**60 Minutes	7.1	5.7	42.8	45.4	DOC	Sun-6:00	CBS
Streets of San Francisco	15.2	12.1	22.4	24.1	P/D	Thu-9:00	ABC
**Wild Kingdom	4.3	6.1	19.3	33.8	AML	Mon-6:30	CBS

Table 57 (cont'd)

	% Reporting Program as "Disliked"						
	Fathers	Mothers	Boys	Girls	Type#	Time B'cast	Net/ St'n
"Average Disliked Percentage"..	(17.2%)	(17.5%)	(18.0%)	(17.1%)			
"Most Disliked Programs" Reported by:							
Fathers and boys only (2)							
Carol Burnett Show.	23.5%	16.5%	18.3%	10.4%	MCV	Sat-9:00	CBS
Family.	18.4	14.4	20.6	6.2	ADR	Tue-9:00	ABC
Mothers and girls only (2)							
**Barney Miller	16.6	23.1	14.5	23.4	ASC	Thu-7:30	ABC
Monday Nite Football.	11.1	37.5	10.6	50.1	SPT	Mon-8:00	ABC
Fathers only (2)							
**Captain & Tennille.	20.8	15.3	6.1	4.3	MCV	Mon-7:00	ABC
**Donnie & Marie.	19.0	13.8	14.2	8.2	MCV	Fri-7:00	ABC
**Partridge Family (Avg.) . . .	24.5	15.1	8.5	3.6	FSC	M-F-6:30	ABC
Mothers only (2)							
One Day at a Time	16.9	18.3	16.0	7.5	ASC	Tue-8:30	CBS
**Six Million Dollar Man. . . .	15.6	20.4	4.0	7.5	S/F	Sun-7:00	ABC
Boys only (2)							
**Doc	10.5	10.7	19.3	14.7	ASC	Sat-7:30	CBS
**Little House on the Prairie .	11.5	5.0	24.4	8.2	FDR	Mon-7:00	NBC
Girls only (2)							
**Baa Baa Black Sheep	6.1	8.6	6.8	20.1	ADV	Tue-7:00	NBC
Rockford Files.	10.1	14.8	11.5	17.6	P/D	Fri-8:00	NBC
Fathers and girls only (1)							
**To Tell the Truth (Avg.). . .	17.6	11.4	16.4	17.4	Q/G	M-F-6:00	ABC

---

* For each of the 68 evening programs listed on the questionnaire, the percentage of each group reporting the program as "disliked" was calculated. Then, for each group an average of the 68 percentages was computed. That average is labelled the "average disliked percentage." For a program to be listed in the table, the percentage of at least one group reporting it as "disliked" must exceed the "average disliked percentage."

** Broadcast during the "family viewing period" (6:00-8:00 P.M. CST).

*** Broadcast on Wednesday at 7:00 and on Saturday at 6:00 P.M.

# - Type

ADR = "Adult drama"
ADV = "Adventure drama"
AFM = "Adult familiar music"
AML = "Animal-Nature" show
ASC = "Adult situation comedy"
CWM = "Country-western music"
DOC = "Documentary"
FDR = "Family drama"
FSC = "Family situation comedy"
MCV = "Musical/comedy variety"
NEW = "Newscasts"
P/D = "Police-detective drama"
Q/G = "Quiz-Game" show
S/F = "Science-Fantasy Adventure"
SPT = "Sports broadcast"

Table 58

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Sex of Parents and Children -

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
		Parents		Children		Parents		Children		Parents		Children	
Sunday Programs:	Time B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Bill Cosby Show.	6 - 7	11.6%	17.9%	46.0%	38.0%	39.9%	37.4%	31.4%	35.2%	24.5%	19.1%	5.9%	7.0%
60 Minutes	6 - 7	37.8	33.3	3.9	1.8	38.8	37.4	17.7	11.7	7.1	5.7	42.8	45.4
World of Disney.	6 - 7	49.1	59.6	36.5	30.6	46.7	37.6	58.9	64.9	1.4	0.7	2.9	2.8
Six Million Dollar Man .	7 - 8	23.8	19.3	62.1	47.8	57.7	55.5	33.5	44.0	15.6	20.4	4.0	7.5
Sonny & Cher Show. . . .	7 - 8	4.3	8.0	9.9	21.4	38.2	37.6	39.1	48.0	51.2	49.6	59.4	40.6
Sybil (The Big Event). .	7 - 10	5.1	16.7	14.2	36.7	10.5	16.2	18.4	18.0	16.0	13.1	17.0	7.2
Kojak.	8 - 9	24.7	16.0	16.2	9.2	48.9	43.0	44.7	38.5	20.1	31.7	31.5	43.0
Delvecchio	9 - 10	8.2	5.7	10.8	5.7	26.9	19.7	21.2	16.7	14.3	14.8	15.3	15.7
Monday Programs:													
Local TV news.	6-630	53.9	50.6	6.3	3.4	43.1	47.6	56.1	52.4	2.0	1.1	29.6	35.6
To Tell the Truth. . . .	6-630	18.9	29.2	16.5	14.9	51.3	57.3	65.5	67.0	17.9	11.2	16.5	17.5
Adam 12.	630-7	16.6	12.5	26.4	14.1	54.7	49.0	45.2	44.8	19.5	23.5	20.9	28.6
Partridge Family	630-7	14.6	25.8	50.9	60.9	56.7	57.7	38.6	35.4	24.5	15.1	9.5	3.6
Wild Kingdom	630-7	45.9	42.6	29.0	13.9	43.3	43.9	42.5	36.8	4.3	6.1	19.3	33.8
Captain & Tennille . . .	7 - 8	15.7	25.8	62.7	73.0	40.5	43.3	27.3	20.2	20.8	15.3	6.1	4.3
Little House on Prairie.	7 - 8	28.9	53.2	24.3	51.4	44.6	34.2	43.4	37.1	11.5	5.0	24.4	8.2
Rhoda.	7-730	4.1	12.5	12.1	35.8	31.6	41.2	41.6	45.9	40.0	31.9	31.3	12.0
Phyllis.	730-8	2.8	8.1	11.2	24.8	23.0	35.4	33.5	45.6	36.6	32.2	34.4	20.6
Maude.	8-830	7.4	13.0	18.9	26.2	21.2	33.6	37.2	42.7	44.9	52.4	32.4	24.3
Monday Nite Football . .	8 - 11	60.9	19.3	66.5	11.9	21.3	32.4	17.8	27.4	11.1	37.5	10.6	50.1
All's Fair	830-9	2.0	4.6	15.4	24.9	11.2	13.3	18.3	22.4	11.6	13.7	13.8	8.9
Executive Suite.	9 - 10	2.6	5.2	4.4	7.7	10.5	13.0	10.2	11.8	11.6	12.7	13.7	9.6

---

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

Table 53 (cont'd)

	Time	"1 of my favorites"				"All right/so-so"				"I don't like it"			
		Parents		Children		Parents		Children		Parents		Children	
Tuesday Programs:	B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Local TV news.	6-630	54.0%	49.7%	6.2%	3.0%	43.2%	48.2%	57.9%	53.8%	1.8%	1.2%	29.2%	35.7%
To Tell the Truth. . .	6-630	18.7	28.9	18.7	15.7	57.1	57.2	63.4	65.0	18.2	11.5	16.6	18.1
Partridge Family . . .	630-7	14.9	25.3	50.0	59.3	57.9	59.1	39.6	36.5	23.1	14.1	8.9	3.7
The Muppets.	630-7	10.2	18.4	26.0	22.1	19.0	22.5	18.5	17.3	6.7	4.5	11.7	8.6
Baa Baa Black Sheep. .	7 - 8	23.6	8.9	49.3	10.8	23.7	19.4	16.2	14.0	6.1	8.6	6.8	20.1
Happy Days	7-730	38.4	52.8	81.5	90.4	47.9	39.2	16.8	8.7	7.4	5.7	1.3	0.7
Laverne & Shirley. . .	730-8	14.7	29.6	56.2	78.6	45.5	42.6	33.8	18.4	24.7	19.6	8.5	2.2
MASH	8-830	28.4	24.6	54.7	42.0	40.4	36.2	30.8	36.3	19.4	26.1	10.0	15.4
Police Woman	8 - 9	18.1	18.8	21.6	31.2	49.6	45.1	46.8	45.2	21.0	26.6	24.9	17.5
Rich Man, Poor Man II.	8 - 9	15.9	21.0	22.2	27.9	20.0	18.8	19.7	21.3	23.6	22.4	28.2	18.6
One Day at a Time. . .	830-9	7.8	13.8	33.0	52.5	22.4	24.0	28.9	19.6	16.9	18.3	16.0	7.5
Family	9 - 10	11.7	29.5	25.2	53.5	21.5	21.6	24.2	18.3	18.4	14.4	20.6	6.2
Police Story	9 - 10	20.3	12.5	21.5	13.9	46.7	44.3	41.6	39.5	14.5	20.9	21.0	22.8
Switch	9 - 10	17.8	14.7	36.7	19.1	37.5	34.0	35.7	33.6	10.6	14.8	9.2	16.2
Wednesday Programs:													
Local TV news.	6-630	53.9	50.1	6.9	3.2	43.0	48.0	58.5	53.5	1.7	1.1	27.6	35.0
To Tell the Truth. . .	6-630	19.1	29.5	19.4	16.2	57.5	56.9	63.1	65.8	17.3	11.3	16.2	17.2
Adam 12.	630-7	16.3	12.0	28.2	14.9	54.5	50.2	44.1	43.8	19.5	23.4	20.6	29.3
Partridge Family . . .	630-7	14.8	25.6	49.0	59.2	58.4	59.0	41.1	36.8	22.5	13.8	9.0	3.8
The Jeffersons	630-7	12.6	16.7	25.0	28.3	38.4	38.7	40.2	40.1	21.6	18.1	16.0	12.7
Good Times	7-730	18.0	22.0	45.5	44.6	42.1	42.4	37.2	40.1	15.3	14.6	9.5	7.8
Hollywood Squares. . .	7-730	10.7	16.9	6.1	4.3	46.6	50.8	36.1	38.0	27.6	22.8	49.9	51.3
Ball Four.	730-8	2.2	2.0	19.4	10.5	10.0	7.4	14.6	14.0	10.7	8.8	10.2	9.0
All in the Family. . .	8-830	29.6	26.9	45.8	45.0	44.9	44.9	38.8	40.1	19.5	23.7	11.4	11.2
Alice.	830-9	5.6	8.6	17.7	30.4	16.6	20.0	26.4	26.8	14.0	12.9	17.8	7.5
The Blue Knight. . . .	9 - 10	13.4	9.3	20.0	5.9	38.4	29.6	26.8	21.4	10.3	12.8	18.4	17.3
The Quest.	9 - 10	12.5	11.7	26.3	19.3	23.4	18.9	19.8	17.5	5.8	5.3	10.1	8.0

See footnotes at the bottom of the first page of the table.

Table 58 (cont'd)

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
	Time	Parents		Children		Parents		Children		Parents		Children	
Thursday Programs:	B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Local TV news.	6-630	53.9%	49.6%	7.6%	3.2%	43.4%	48.5%	56.9%	54.3%	1.8%	1.1%	28.2%	34.9%
To Tell the Truth. . . .	6-630	19.5	29.0	18.4	16.0	57.9	57.5	64.8	67.2	17.1	11.4	15.7	16.2
Adam 12.	630-7	16.2	11.8	28.2	14.1	55.3	51.0	44.2	44.4	19.3	22.9	20.8	20.7
Partridge Family	630-7	14.7	25.1	49.7	59.5	58.5	59.3	40.8	36.2	22.8	14.0	8.4	4.1
This Week: Looking In. .	630-7	1.6	1.0	1.7	0.6	5.4	6.1	6.2	3.7	2.5	1.6	15.2	9.8
Gemini Man	7 - 8	6.4	6.6	45.4	32.1	21.6	17.4	22.4	22.0	12.1	9.8	3.6	4.8
Welcome Back, Kotter . .	7-730	26.8	33.3	76.7	78.3	44.3	41.8	20.3	18.1	20.5	18.7	2.1	2.2
Barney Miller.	730-8	24.0	20.8	38.1	24.9	44.8	39.2	41.5	42.3	16.6	23.1	14.5	23.4
Hawaii Five-O.	8 - 9	20.0	15.1	32.2	15.7	55.3	52.4	44.5	46.0	25.5	18.9	18.0	30.4
Tony Randall Show. . . .	8-830	8.6	12.1	24.2	21.9	30.5	31.2	36.3	34.9	7.2	15.8	15.9	15.8
Nancy Walker Show. . . .	830-9	4.0	11.2	22.9	29.8	21.3	26.1	33.7	32.9	20.5	18.5	19.5	13.8
Barnaby Jones.	9 - 10	18.2	19.0	20.7	13.5	56.1	53.9	44.2	43.2	16.1	15.7	23.6	28.4
Dick Van Dyke & Co.. . .	9 - 10	15.7	20.4	42.8	35.7	31.7	33.7	25.1	28.6	12.5	15.8	9.2	9.2
Streets San Francisco. .	9 - 10	27.3	25.1	26.3	19.3	49.9	52.6	46.3	47.9	15.2	12.1	22.4	24.1
Friday Programs:													
Local TV news.	6-630	54.3	50.2	6.9	3.7	43.1	48.0	57.9	54.7	1.8	1.1	27.5	33.4
To Tell the Truth. . . .	6-630	19.4	28.9	19.1	16.6	58.2	57.5	63.6	65.6	16.9	11.4	16.1	16.9
Adam 12.	630-7	16.4	12.1	27.8	14.2	55.0	50.4	45.3	45.3	19.3	22.7	20.4	29.0
Andy Williams.	630-7	7.6	14.3	6.8	7.6	37.3	34.4	19.0	19.0	14.9	9.6	18.0	13.6
Partridge Family	630-7	15.0	25.2	49.6	59.2	58.1	59.2	41.1	36.0	22.9	14.1	8.7	4.2
Donnie & Marie	7 - 8	22.0	34.8	48.7	64.7	47.1	45.3	34.1	26.4	19.0	13.8	14.2	8.2
Lawrence Welk.	7 - 8	15.0	17.4	3.7	3.5	41.4	40.6	14.2	16.9	32.9	33.6	58.0	55.9
Sanford & Son.	7-730	25.4	19.8	48.1	32.8	50.3	49.0	39.2	47.5	18.9	25.8	10.1	15.6
Chico and the Man. . . .	730-8	12.3	13.1	38.0	33.1	48.1	46.6	42.9	47.1	25.0	27.9	14.2	14.6
Rockford Files	8 - 9	25.6	21.4	40.1	25.6	51.0	49.1	42.3	46.6	10.1	14.8	11.5	17.6
Serpico.	9 - 10	9.0	6.6	20.3	8.7	30.9	24.9	23.6	17.0	14.2	16.1	11.6	10.4

See footnotes at the bottom of the first page of the table.

Table 58 (cont'd)

Saturday Programs:	Time B'cast	"1 of my favorites"				"All right/so-so"				"I don't like it"			
		Parents		Children		Parents		Children		Parents		Children	
		Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Local TV news.	6-630	53.9%	49.4%	6.3%	3.4%	42.8%	48.3%	57.7%	54.5%	2.0%	1.2%	28.4%	34.5%
Hollywood Squares. . .	6-630	10.1	17.4	5.2	4.3	50.8	52.8	39.2	39.8	26.6	22.4	48.8	50.8
Dolly.	630-7	10.3	9.9	5.6	9.1	19.4	19.5	13.3	17.3	11.0	16.8	33.5	31.0
Hee Haw.	630-730	27.1	18.9	15.0	10.7	44.8	40.7	33.8	32.0	21.6	33.7	44.4	50.5
Emergency.	7 - 8	28.2	37.1	47.2	43.7	53.7	49.6	44.1	45.2	11.1	8.0	7.1	9.6
Holmes & Yoyo	7-730	17.1	16.7	70.7	55.6	33.9	32.0	20.1	28.3	13.9	14.9	3.8	6.2
Doc.	730-8	3.9	5.4	13.5	13.4	19.8	23.2	30.4	34.1	10.5	10.7	19.3	14.7
Mr. T. & Tina.	730-8	6.1	5.4	37.8	40.8	25.2	26.0	44.3	33.2	22.0	23.0	15.1	11.9
Mary Tyler Moore Show.	8-830	16.2	22.6	20.2	31.6	32.6	44.2	41.4	47.2	22.8	22.0	20.2	14.8
Starsky & Hutch. . . .	8 - 9	33.9	36.5	79.8	77.3	42.4	38.5	15.1	15.6	15.9	16.0	2.9	3.5
Bob Newhart Show . . .	830-9	15.7	20.9	20.5	26.7	41.0	39.4	40.1	43.5	20.9	21.1	23.1	17.4
Carol Burnett Show . .	9 - 10	19.3	32.2	34.5	50.9	47.0	45.0	37.5	34.4	23.5	16.5	18.3	10.4
Most Wanted.	9 - 10	12.5	9.8	26.4	17.7	21.1	16.2	25.4	21.3	7.4	6.6	11.0	8.8

See footnotes at the bottom of the first page of the table.

Variations attributable to variables other than sex

In seven successive four-page tables, analyses will be provided of the effects of several variables other than sex upon parents' and children's attitudes toward each specific evening program. The variables are the grade level of the student, race, place of residence (degree of urbanization), age of the parents, and the formal schooling of the parents. It would be difficult and tedious to provide detailed analyses in narrative form. Only "highlights" and salient generalizations, as may be warranted by the data, will be summarized in the following discussion. The serious reader, of course, may wish to examine each of the tables at length and in depth, especially with respect to the attitudes toward each individual program.

Effects of the grade level of the student. The grade level of the student appeared to be an important variable. Table 59 reveals that in general, the attitudes of children in the seventh through the ninth grades and their parents were less favorable than those of their counterparts in the lower grades. For seventy-one of the eighty-six program listings, the percentage of parents of junior high school children reporting each as a favorite was lower than that of parents of grade schoolers, although the differences were not always great. Similarly, only six programs were reported as favorites by a higher percentage of junior high school students.

One might speculate on the reason for the less favorable attitudes manifested by junior high school students and their parents. One possibility is that there may be some sort of interaction between child and parent which influences the attitudes of both. In the case of the children, a more plausible explanation is that the junior high school students are more mature than their grade school counterparts and, therefore, more closely approximate the attitudes of adults. In that sense, age and maturation might be more responsible for the differences among children than the level of the children's schooling.

Effects of the race of the respondents. Table 60 compares parents' and children's attitudes according to their race, White or Black. The samples of the other races included in the survey were too small for reliable estimates.

On balance, Black parents and children appear more favorably oriented than their White counterparts to the listed programs. In seventy-five program listings, the percentages of Black parents reporting each as a favorite exceed that of White parents. Similarly, in seventy-six program listings, the percentages of Black children reporting each as a favorite exceed that of White children.

Earlier, in Chapter V, it was noted that the differences between the children of the two races were especially great with respect to programs featuring Black actors and performers. Table 60 reveals the same differences between the parents of the two races. For five programs, the

Table 59

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Grade Level of Children -

		4th through the 6th grades						7th through the 9th grades					
		"A Favorite"		"All Right"		"Don't Like"		"A Favorite"		"All Right"		"Don't Like"	
Sunday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Bill Cosby Show.	6 - 7	17.7%	49.8%	39.6%	29.7%	18.8%	5.4%	13.6%	33.0%	37.5%	37.5%	23.9%	7.7%
60 Minutes	6 - 7	34.2	1.7	38.0	11.2	7.1	46.8	36.8	4.1	37.1	18.2	6.6	41.3
World of Disney.	6 - 7	58.9	44.9	38.4	51.6	1.0	1.8	50.5	21.2	45.2	73.0	1.1	4.1
Six Million Dollar Man . .	7 - 8	24.4	64.8	56.8	30.3	16.0	4.2	19.3	43.5	55.5	48.4	20.4	7.7
Sonny & Cher Show.	7 - 8	7.2	22.3	38.9	41.4	49.1	29.2	6.4	8.9	36.9	46.4	50.8	36.5
Sybil (The Big Event). . .	7 - 10	13.5	22.4	14.6	17.7	13.5	14.3	10.7	29.6	13.0	18.7	15.5	9.6
Kojak.	8 - 9	20.7	16.3	46.7	39.2	25.6	36.7	19.4	8.6	45.1	43.9	26.9	38.4
Delvecchio	9 - 10	7.8	9.9	24.2	17.3	14.7	15.3	6.5	6.3	22.0	20.6	14.2	15.8
Monday Programs:													
Local TV News.	6-630	49.7	5.5	47.6	47.0	1.8	36.0	53.8	4.8	43.8	62.1	1.5	29.1
To Tell the Truth.	6-630	24.9	22.0	58.9	63.2	13.5	14.0	24.4	8.8	55.7	69.7	14.8	20.3
Adam 12.	630-7	15.3	25.2	52.7	41.1	21.7	23.6	14.1	13.5	50.2	49.2	21.5	26.2
Partridge Family	630-7	23.8	67.3	56.6	28.2	17.3	3.8	18.0	43.7	57.6	46.5	21.4	9.4
Wild Kingdom	630-7	44.3	29.2	44.5	36.4	5.5	21.3	43.6	12.6	42.4	42.9	5.8	32.6
Captain & Tennille	7 - 8	23.9	76.1	43.3	17.0	16.4	3.7	19.7	59.0	39.8	30.8	19.2	6.9
Little House on Prairie. .	7 - 8	44.7	46.4	38.7	36.4	7.8	13.1	39.8	29.7	39.3	44.1	8.3	19.1
Rhoda.	7-730	10.1	25.0	36.9	40.9	36.0	22.4	8.0	23.6	37.7	47.1	34.2	20.2
Phyllis.	730-8	6.9	19.0	29.9	39.2	34.2	25.9	5.5	17.4	29.7	40.6	34.0	28.6
Maude.	8 - 830	12.2	25.6	32.8	38.6	44.1	24.7	9.4	19.5	31.0	42.1	44.5	31.8
Monday Nite Football . . .	8 - 11	36.9	39.8	27.7	20.8	26.7	32.4	38.7	36.8	26.8	24.8	25.4	29.6
All's Fair	830-9	4.3	21.3	13.8	19.1	13.7	11.3	3.3	19.3	11.2	21.7	11.9	11.5
Executive Suite.	9 - 10	5.0	5.5	13.6	8.9	12.3	12.1	3.5	6.8	10.5	13.4	4.2	11.2

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

Table 59 (cont'd)

		4th through the 6th grades						7th through the 9th grades					
		"A Favorite"		"All Right"		"Don't Like"		"A Favorite"		"All Right"		"Don't Like"	
Tuesday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news	6-630	49.1%	5.5%	47.9%	49.0%	1.9%	35.7%	53.6%	3.4%	44.1%	62.9%	1.4%	29.4%
To Tell the Truth	6-630	24.6	23.9	58.3	60.0	14.3	14.7	24.1	9.9	56.0	68.8	14.9	20.1
Adam 12	630-7	15.1	25.0	54.1	41.6	21.0	24.6	13.9	14.3	50.9	48.8	20.9	27.1
Partridge Family	630-7	23.3	66.1	58.4	29.3	16.0	3.6	18.5	42.6	58.4	47.4	20.2	9.2
The Muppets	630-7	16.5	30.8	22.1	8.9	4.9	8.9	13.1	16.5	19.5	9.0	6.3	11.4
Baa Baa Black Sheep	7 - 8	15.4	32.2	22.1	14.5	7.6	16.6	15.7	26.3	20.8	15.7	7.3	10.9
Happy Days	7-730	50.8	89.7	40.8	8.7	5.5	1.2	42.4	82.3	45.1	16.7	7.3	0.9
Laverne & Shirley	730-8	26.9	74.8	43.3	20.2	20.9	3.5	20.1	60.0	43.9	32.0	22.5	7.1
MASH	8-830	26.7	45.1	38.1	35.0	23.7	13.6	26.9	51.4	37.5	32.1	22.2	11.9
Police Woman	8 - 9	20.1	31.2	47.4	41.5	23.5	20.4	17.9	21.6	46.2	50.8	24.5	21.7
Rich Man, Poor Man II	8 - 9	21.1	26.0	19.0	18.9	22.4	26.5	17.2	24.3	20.1	22.4	22.9	19.6
One Day at a Time	830-9	12.0	42.0	23.2	22.6	17.1	11.7	11.4	44.3	23.3	25.6	18.0	11.5
Family	9 - 10	24.5	37.8	21.1	19.3	15.8	15.1	19.7	42.3	21.8	23.1	16.1	11.0
Police Story	9 - 10	18.2	21.7	46.0	34.2	17.7	22.3	14.8	13.4	44.2	47.3	18.3	21.5
Switch	9 - 10	17.9	26.6	36.1	31.9	13.4	13.8	14.7	28.5	35.1	37.6	12.4	11.9
Wednesday Programs:													
Local TV news	6-630	49.2	6.2	48.1	49.1	1.7	34.1	53.8	3.6	43.6	63.0	1.2	28.7
To Tell the Truth	6-630	24.7	25.0	58.7	60.1	13.8	14.0	25.0	9.8	55.6	69.5	14.4	19.6
Adam 12	630-7	14.8	26.9	53.6	39.9	21.5	24.0	13.7	15.4	50.4	48.2	21.6	26.3
Partridge Family	630-7	23.6	64.7	58.5	31.0	15.7	3.6	18.4	42.9	58.5	47.4	19.7	9.3
The Jeffersons	630-7	17.7	31.3	38.1	37.0	19.0	12.9	13.6	21.6	39.0	43.6	19.9	16.0
Good Times	7-730	23.7	52.1	41.7	33.1	14.4	7.5	18.3	37.2	42.5	44.8	15.1	9.9
Hollywood Squares	7-730	15.2	7.4	49.0	36.1	25.4	49.1	12.7	2.8	49.1	38.1	24.9	52.2
Ball Four	730-8	2.8	16.1	9.2	12.4	10.3	9.8	1.7	13.2	8.5	16.4	9.4	9.3
All in the Family	8-830	30.4	49.9	43.0	35.7	21.8	9.6	27.3	40.5	46.3	43.6	21.0	13.3
Alice	830-9	8.6	28.4	19.4	23.9	13.7	13.4	6.8	19.9	18.2	29.6	13.0	11.4
The Blue Knight	9 - 10	12.7	15.4	35.3	20.2	11.2	18.4	10.4	9.7	31.9	28.2	11.9	17.3
The Quest	9 - 10	14.6	25.0	22.3	15.6	5.0	10.4	10.0	20.3	19.6	21.9	6.1	7.8

See footnotes at the bottom of the first page of the table.

Table 59 (cont'd)

		4th through the 6th grades						7th through the 9th grades					
		"A Favorite"		"All Right"		"Don't Like"		"A Favorite"		"All Right"		"Don't Like"	
Thursday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	49.2%	6.7%	48.0%	47.9%	1.9%	35.0%	53.3%	3.8%	44.3%	63.6%	1.5%	28.4%
To Tell the Truth. . . .	6-630	25.1	24.3	59.2	61.9	13.2	12.9	24.3	9.3	56.3	70.7	14.7	19.1
Adam 12.	630-7	14.8	27.0	54.3	39.6	20.9	24.4	13.5	14.3	51.2	49.5	21.4	26.4
Partridge Family	630-7	23.3	65.6	58.5	30.1	16.2	3.5	18.3	43.0	58.7	47.6	19.8	9.0
This Week: Looking In. .	630-7	1.6	2.1	7.1	5.6	1.9	12.8	1.1	0.1	4.9	4.3	2.4	12.1
Gemini Man	7 - 8	8.4	44.1	22.6	18.2	11.0	5.0	5.5	32.4	17.5	26.6	10.5	3.6
Welcome Back, Kotter . .	7-730	33.2	79.6	41.8	16.2	19.1	2.6	28.8	75.1	43.9	22.4	19.3	1.2
Barney Miller.	730-8	22.1	32.1	42.8	41.1	21.6	18.9	22.8	30.1	40.8	42.9	18.9	19.4
Hawaii Five-O.	8 - 9	17.8	27.8	52.8	41.6	23.1	24.2	17.2	19.0	52.8	49.4	22.4	24.7
Tony Randall Show. . . .	8-830	11.1	28.9	32.1	33.8	16.3	14.7	10.4	16.6	30.0	37.6	16.7	17.1
Nancy Walker Show. . . .	830-9	8.9	32.7	25.2	31.4	18.9	15.1	7.6	19.8	23.3	35.4	19.9	18.1
Barnaby Jones.	9 - 10	19.1	19.9	55.3	39.6	15.9	24.0	18.5	13.6	54.3	48.0	15.9	28.5
Dick Van Dyke & Co.. . .	9 - 10	17.9	45.4	34.4	23.8	13.7	8.6	19.4	32.2	30.9	30.6	14.4	9.8
Streets San Francisco. .	9 - 10	27.4	26.1	51.7	43.6	13.3	22.9	25.4	19.0	50.2	50.9	14.3	23.7
Friday Programs:													
Local TV news.	6-630	49.8	6.6	47.5	49.1	1.8	32.9	53.5	3.8	44.0	63.8	1.3	28.2
To Tell the Truth. . . .	6-630	24.8	25.3	59.3	59.9	13.3	13.9	24.4	9.6	56.4	70.0	14.3	19.2
Adam 12.	630-7	15.1	26.5	53.9	41.0	21.0	23.9	13.6	14.6	51.3	50.1	21.2	25.8
Andy Williams.	630-7	11.0	10.2	34.9	18.9	12.3	13.8	11.9	4.1	35.9	18.2	12.4	17.7
Partridge Family	630-7	23.5	65.3	58.7	30.5	15.9	3.9	18.5	42.8	58.0	47.1	20.2	9.5
Donnie & Marie	7 - 8	31.6	70.4	46.7	21.4	14.6	6.8	26.7	42.3	44.9	39.4	18.0	16.0
Lawrence Welk.	7 - 8	14.6	5.6	39.1	19.0	35.9	46.3	18.0	1.4	41.4	12.0	31.5	68.3
Sanford and Son.	7-730	24.7	47.4	48.5	38.0	21.9	11.1	21.5	32.3	50.3	49.8	22.4	14.9
Chico and the Man. . . .	730-8	14.6	41.8	48.9	40.2	25.2	12.9	12.3	28.5	45.5	50.6	27.2	15.9
Rockford Files	8 - 9	25.3	34.6	50.2	40.1	12.3	15.6	21.8	30.3	49.5	49.4	13.0	13.6
Serpico.	9 - 10	9.1	14.5	28.8	16.5	15.2	12.1	6.9	14.0	26.3	24.4	15.1	9.8

See footnotes at the bottom of the first page of the table.

Table 59 (cont'd)

		4th through the 6th grades						7th through the 9th grades					
		"A Favorite"		"All Right"		"Don't Like"		"A Favorite"		"All Right"		"Don't Like"	
Saturday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Chil dren
Local TV news.	6-630	49.2%	5.9%	47.7%	49.1%	2.0%	34.4%	53.1%	3.5%	44.1%	63.3%	1.5%	28.7%
Hollywood Squares. . . .	6-630	14.9	6.4	52.8	38.3	24.3	34.8	13.0	3.0	51.2	40.9	24.6	51.0
Dolly.	630-7	11.1	11.4	20.5	17.7	14.6	27.2	9.6	3.4	8.5	12.8	14.5	37.6
Hee Haw.	630-730	23.0	19.3	43.8	35.9	27.3	38.4	22.8	5.8	40.8	29.7	29.1	57.4
Emergency.	7 - 8	36.1	51.9	51.1	39.4	8.6	6.9	30.8	38.3	51.3	50.6	10.1	9.9
Holmes & Yoyo.	7-730	20.6	71.8	34.6	17.6	13.9	4.3	13.9	52.9	30.9	31.7	15.2	6.0
Doc.	730-8	5.5	17.8	22.2	30.3	10.4	15.8	4.4	8.8	21.7	34.5	11.2	18.2
Mr. T. & Tina.	730-8	7.3	49.7	27.3	29.2	23.0	9.5	5.1	28.2	24.1	38.6	22.1	17.8
Mary Tyler Moore Show. .	8-830	19.6	29.7	43.7	39.4	22.9	20.2	20.1	22.2	43.5	50.0	21.4	20.3
Starsky & Hutch.	8 - 9	39.3	79.7	38.9	12.4	15.1	4.2	32.9	77.2	40.6	18.6	16.4	2.1
Bob Newhart Show	830-9	18.2	25.4	40.9	37.9	21.1	19.4	18.9	21.7	39.0	46.5	21.3	20.8
Carol Burnett Show . . .	9 - 10	27.5	46.8	44.7	31.3	19.5	13.9	25.8	39.1	46.1	44.7	20.1	14.5
Most Wanted.	9 - 10	13.2	22.2	19.7	21.4	6.6	13.5	9.6	21.5	17.6	25.1	7.2	6.1

See footnotes at the bottom of the first page of the table.

Table 60

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Race of Parents and Children -

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
		White		Black		White		Black		White		Black	
Sunday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Bill Cosby Show.	6 - 7	13.0%	38.6%	50.5%	81.1%	38.8%	34.5%	36.6%	15.4%	22.2%	6.7%	2.2%	2.3%
60 Minutes	6 - 7	36.0	2.7	30.3	1.7	38.3	14.6	35.4	15.5	6.4	44.2	8.0	46.6
World of Disney.	6 - 7	55.7	32.5	46.7	41.7	41.1	62.7	47.5	54.3	1.0	3.1	1.8	1.1
Six Million Dollar Man .	7 - 8	19.6	52.3	46.0	79.3	57.3	41.2	39.9	17.9	19.0	6.1	11.6	2.2
Sonny & Cher Show. . . .	7 - 8	6.1	14.9	13.0	22.0	37.4	43.7	46.0	41.7	51.1	33.5	36.2	32.9
Sybil (The Big Event). .	7 - 10	11.2	25.0	24.9	36.5	13.0	17.6	20.9	20.0	14.8	12.1	8.4	11.2
Kojak.	8 - 9	18.1	11.1	44.8	27.4	46.3	41.9	38.6	41.7	27.7	38.1	11.2	27.4
Delvecchio	9 - 10	6.2	7.2	21.1	17.1	23.3	18.9	19.6	17.7	14.4	15.6	9.8	17.7
Monday Programs:													
Local TV news.	6-630	51.2	4.1	63.2	8.6	46.7	54.6	33.2	51.7	1.4	33.4	2.1	24.1
To Tell the Truth. . . .	6-630	23.8	15.1	35.5	21.5	58.4	67.2	48.7	61.6	14.0	16.9	12.5	15.3
Adam 12.	630-7	13.2	18.4	28.7	30.9	52.4	45.4	47.2	40.0	21.8	25.6	14.2	22.3
Partridge Family	630-7	20.2	55.4	31.3	57.1	58.0	37.5	47.1	36.0	19.4	6.6	16.2	6.3
Wild Kingdom	630-7	43.8	20.4	46.4	27.1	44.2	40.1	34.9	31.8	5.2	27.4	10.4	21.8
Captain & Tennille . . .	7 - 8	20.9	67.1	29.3	74.0	42.1	24.2	38.6	20.8	17.8	5.2	16.4	4.0
Little House on Prairie.	7 - 8	43.4	38.4	36.7	34.3	38.4	40.4	39.6	38.9	8.0	15.6	7.9	20.6
Rhoda.	7-730	8.4	23.8	18.8	28.4	37.3	44.3	39.7	40.8	35.5	22.0	25.3	17.2
Phyllis.	730-8	5.5	17.2	15.6	30.0	29.6	40.8	35.9	35.9	34.3	27.1	25.4	21.8
Maude.	8-830	9.6	21.5	25.7	36.1	39.9	40.6	40.2	40.2	46.4	29.3	21.7	14.8
Monday Nite Football . .	8 - 11	37.9	37.7	41.9	47.4	27.3	23.2	26.0	15.8	26.1	31.0	24.9	31.0
All's Fair	830-9	3.4	19.8	8.0	24.4	11.6	20.1	21.5	23.8	12.7	11.4	12.4	10.7
Executive Suite.	9 - 10	3.7	5.0	14.1	16.3	10.9	10.6	23.5	14.5	12.1	11.6	10.8	11.0

---

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

Table 60 (cont'd)

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
		White		Black		White		Black		White		Black	
Tuesday Programs:	Time B'cast	Par-ents	Chil-dren	Par-ents	Chil-dren	Par-ents	Chil-dren	Par-ents	Chil-dren	Par-ents	Chil-dren	Par-ents	Chil-dren
Local TV news.	6-630	51.0%	4.1%	60.1%	9.4%	46.8%	56.2%	36.7%	50.0%	1.4%	32.8%	2.2%	28.8%
To Tell the Truth. . . .	6-630	23.6	16.6	35.7	23.8	58.2	65.1	45.0	58.3	14.2	17.1	15.7	16.1
Adam 12.	630-7	13.1	28.2	26.6	18.4	53.4	45.2	49.6	40.8	21.2	26.5	14.7	24.1
Partridge Family	630-7	20.1	54.2	32.5	56.2	59.3	38.5	47.3	38.5	18.1	6.5	14.5	4.1
The Muppets.	630-7	14.8	23.5	14.7	29.2	20.8	18.3	20.1	15.8	5.2	9.8	7.9	11.7
Baa Baa Black Sheep. . .	7 - 8	15.4	29.5	15.5	24.6	21.5	14.8	19.5	18.7	7.5	13.2	6.9	21.1
Happy Days	7-730	46.0	85.7	50.0	91.3	43.3	13.2	40.3	7.0	6.5	0.9	5.8	1.7
Laverne & Shirley. . . .	730-8	22.1	67.0	30.7	72.2	44.3	26.7	40.4	21.3	22.3	5.4	17.3	3.0
MASH	8-830	27.0	50.3	19.9	24.4	38.5	33.3	36.1	35.7	22.9	11.6	22.7	28.6
Police Woman	8 - 9	17.3	24.9	37.8	41.0	47.3	46.7	40.6	39.9	24.9	21.7	15.1	15.0
Rich Man, Poor Man II. .	8 - 9	17.5	22.4	44.4	59.2	19.3	20.6	16.8	16.0	23.5	23.5	10.0	15.4
One Day at a Time. . . .	830-9	11.1	43.5	12.6	31.4	23.3	24.3	21.6	27.3	17.9	11.6	11.9	11.0
Family	9 - 10	20.5	37.9	46.4	66.5	21.1	21.3	22.7	15.3	16.3	13.6	6.8	7.1
Police Story	9 - 10	14.7	15.5	35.0	39.4	45.7	40.2	40.8	37.6	18.6	22.7	9.4	17.1
Switch	9 - 10	15.4	27.7	22.6	25.1	36.1	34.8	31.9	34.7	13.2	12.4	10.8	15.6
Wednesday Programs:													
Local TV news.	6-630	51.1	4.5	62.2	9.8	46.8	56.7	34.2	49.1	1.2	31.3	2.2	28.9
To Tell the Truth. . . .	6-630	24.0	17.1	36.7	25.0	58.4	65.4	46.0	57.6	13.8	16.7	14.4	15.7
Adam 12.	630-7	12.9	19.7	26.1	30.8	52.9	43.8	48.9	43.8	21.9	25.9	15.2	21.9
Partridge Family	630-7	20.1	53.4	33.1	59.3	59.6	39.7	46.5	36.0	17.7	6.4	15.3	4.1
The Jeffersons	630-7	11.6	22.3	68.3	83.1	39.9	42.2	24.6	9.9	20.6	15.5	3.2	1.7
Good Times	7-730	16.8	40.7	75.2	92.4	43.6	41.5	17.6	4.7	4.0	9.5	15.8	1.7
Hollywood Squares. . . .	7-730	13.6	4.9	20.9	6.5	49.7	38.3	41.5	30.2	26.4	50.2	25.1	53.3
Ball Four.	730-8	1.9	14.3	7.2	14.2	8.6	14.3	11.8	16.0	9.4	9.3	11.8	15.4
All in the Family. . . .	8-830	28.0	45.0	40.3	48.8	45.0	40.0	42.4	33.3	21.9	11.7	12.6	11.9
Alice.	830-9	7.1	23.4	12.6	31.5	18.3	27.5	20.9	21.4	13.3	12.1	10.1	15.5
The Blue Knight.	9 - 10	10.4	11.7	21.2	21.3	33.7	24.3	33.8	21.9	11.7	17.6	10.8	20.7
The Quest.	9 - 10	12.1	22.6	12.3	20.8	21.3	18.8	15.9	16.7	5.2	8.4	9.1	17.3

- -

See footnotes at the bottom of the first page of the table.

Table 60 (cont'd)

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
		White		Black		White		Black		White		Black	
Thursday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	50.8%	4.8%	60.9%	9.9%	47.0%	56.2%	34.8%	47.7%	1.3%	31.8%	2.9%	31.4%
To Tell the Truth. . .	6-630	23.7	16.4	36.7	26.0	59.0	66.8	46.8	59.3	13.7	16.0	12.9	13.6
Adam 12.	630-7	12.7	19.4	26.4	30.8	53.7	44.8	51.1	37.8	21.6	29.7	12.7	26.2
Partridge Family . . .	630-7	19.9	54.0	30.9	57.5	59.9	39.2	47.1	36.2	17.8	6.2	16.5	5.2
This Week: Looking In.	630-7	1.2	0.8	4.4	4.0	5.2	4.4	15.3	8.6	1.9	11.9	5.1	14.9
Gemini Man	7 - 8	5.3	36.4	23.6	61.8	19.8	22.9	21.9	15.0	10.9	4.2	8.0	2.3
Welcome Back, Kotter .	7-730	28.9	76.3	55.2	90.1	43.8	20.3	33.6	8.1	20.0	2.2	6.9	1.7
Barney Miller.	730-8	21.5	29.7	31.8	43.9	41.5	42.9	44.4	31.2	20.7	19.3	16.6	20.8
Hawaii Five-O.	8 - 9	16.0	21.9	33.8	39.4	54.0	46.3	47.8	36.6	23.6	24.9	12.9	18.9
Tony Randall Show. . .	8-830	10.2	22.0	14.8	30.1	30.7	35.6	33.9	37.6	16.0	15.5	20.2	18.5
Nancy Walker Show. . .	830-9	7.5	25.1	15.9	40.0	23.8	33.8	27.4	28.2	18.7	16.3	18.4	20.0
Barnaby Jones.	9 - 10	17.5	15.5	34.9	31.5	55.8	44.8	43.3	35.7	16.1	20.3	14.2	22.0
Dick Van Dyke & Co.. .	9 - 10	18.3	38.8	20.4	36.3	32.7	26.9	28.7	27.4	13.8	9.0	18.5	12.0
Streets San Francisco.	9 - 10	24.3	20.4	52.0	44.8	52.0	48.2	36.6	39.1	14.3	24.3	7.9	12.1
Friday Programs:													
Local TV news.	6-630	57.1	4.7	62.1	10.5	46.8	57.1	33.6	48.0	1.3	30.7	2.1	29.2
To Tell the Truth. . .	6-630	23.7	17.1	37.3	26.9	58.8	65.6	47.5	58.5	13.7	16.4	12.0	14.0
Adam 12.	630-7	12.9	19.1	26.7	31.4	53.6	45.9	49.8	39.0	21.5	25.1	12.8	26.7
Andy Williams.	630-7	11.5	6.7	9.5	10.0	35.9	18.6	34.5	24.7	11.7	15.4	16.4	17.6
Partridge Family . . .	630-7	20.0	53.9	31.9	56.6	59.7	39.0	46.6	39.3	17.9	6.5	16.1	3.5
Donnie & Marie	7 - 8	29.5	56.9	22.0	50.3	46.0	30.8	41.9	29.8	15.5	10.8	25.6	15.2
Lawrence Welk.	7 - 8	17.1	3.1	6.5	7.0	41.5	15.6	25.8	14.0	32.3	58.5	51.3	40.4
Sanford and Son. . . .	7-730	19.0	35.5	74.6	89.6	51.7	47.0	21.1	7.5	23.6	14.0	3.2	2.3
Chico and the Man. . .	730-8	11.1	32.6	39.9	58.4	47.1	47.3	45.3	27.2	27.7	14.7	10.1	12.7
Rockford Files	8 - 9	22.7	32.0	34.7	38.0	50.4	45.8	42.6	32.7	12.8	14.2	11.6	17.5
Serpico.	9 - 10	7.3	13.4	17.7	22.2	27.8	20.7	26.7	17.0	15.4	10.3	7.9	14.0

See footnotes at the bottom of the first page of the table.

Table 60 (cont'd)

Saturday Programs:	Time B'cast	"1 of my favorites"				"All right/so-so"				"I don't like it"			
		White		Black		White		Black		White		Black	
		Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	50.6%	4.3%	60.9%	8.8%	46.8%	56.8%	34.5%	49.4%	1.5%	31.7%	2.5%	29.4%
Hollywood Squares. . . .	6-630	13.6	4.6	22.5	4.7	52.8	40.4	41.1	34.1	24.3	49.4	24.7	52.9
Dolly.	630-7	10.4	7.0	6.2	7.7	19.2	15.2	18.3	18.3	14.0	31.7	17.9	36.7
Hee Haw.	630-730	23.1	12.4	14.5	14.0	43.1	34.1	32.1	19.9	27.5	47.2	40.7	53.8
Emergency.	7 - 8	32.2	43.7	44.8	55.9	52.2	46.3	44.4	32.9	9.5	8.4	6.1	9.4
Holmes & Yoyo.	7-730	15.8	61.2	29.7	73.3	32.8	25.3	33.6	21.5	14.4	5.2	12.5	3.5
Doc.	730-8	4.4	12.5	11.8	20.8	21.4	32.7	24.3	29.2	10.8	16.7	7.7	21.4
Mr. T. & Tina.	730-8	4.5	37.3	24.8	52.6	25.1	34.6	29.1	28.1	23.2	13.8	12.6	12.9
Mary Tyler Moore Show. .	8-830	19.7	25.8	22.0	29.2	44.0	45.5	40.4	36.3	21.9	20.3	23.1	21.1
Starsky & Hutch.	8 - 9	34.1	77.4	60.2	91.8	40.7	16.1	29.4	5.3	16.4	3.3	6.5	2.3
Bob Newhart Show	830-9	18.9	23.7	17.2	22.7	40.2	43.8	33.7	25.6	21.1	19.7	23.1	25.0
Carol Burnett Show . . .	9 - 10	25.8	43.1	38.4	46.2	47.3	36.7	35.8	25.7	20.0	13.8	16.1	19.3
Most Wanted.	9 - 10	10.0	19.7	26.3	36.8	18.0	22.5	23.7	30.4	6.8	9.5	5.1	15.8

See footnotes at the bottom of the first page of the table.

percentage of Black parents reporting each as a favorite greatly exceeded that of White parents. This occurred in the cases of the "Bill Cosby Show" (Sunday, 6:00 P.M.), "The Jeffersons" (Wednesday, 6:30 P.M.), "Good Times" (Wednesday, 7:00 P.M.), "Sanford and Son" (Friday, 7:00 P.M.), and "Chico and the Man (Friday, 7:30 P.M.).

Effects of the place of residence. As Table 61 reveals, the urban/rural place of residence of the respondents did not seem to be an important variable. Occasionally, there appeared to be slight trends according to the "degree of urbanization," but the differences were not great and seldom were statistically significant.

Effects of the age of the parents. In Tables 62 and 63, analyses are made of the effects of the age of the fathers and mothers, respectively, upon attitudes of both parents and children. While numerous effects of age were apparent in the attitudes of the parents themselves, there was no consistent evidence that age of the parents affected the attitudes of their children.

Effects of the age of fathers. As Table 62 indicates, there were a number of trends reflecting the effects of the age of the father. The younger the father, the more popular with him were "Captain and Tennille," "Happy Days," "Rich Man, Poor Man II," "Family," "The Quest," and "Welcome Back, Kotter." A similar trend in children's attitudes was noted only in the case of "Captain and Tennille"--that is, the younger the fathers, the more popular that program was with their children. While no trends were involved, "Rich Man, Poor Man II" and "Welcome Back, Kotter" were more popular with children whose fathers were under fifty years of age.

The older the fathers, the more popular (with the fathers) were "Local TV News," "To Tell the Truth," "Lawrence Welk," "Chico and the Man," and "Wild Kingdom." No such trends occurred in the percentages of the children who reported those programs as favorites.

Five programs were more popular among fathers under thirty-five years of age: "Laverne and Shirley," "Police Story," "Emergency," "Most Wanted," and "Starsky and Hutch." In these instances there was a correspondence with children's attitudes, i.e., children whose fathers were under thirty-five years of age also found them to be more popular than did children whose fathers were older.

More popular with the older fathers--those who were fifty or more years of age--were the following programs: "Partridge Family," "Little House on the Prairie," "The Muppets," "The Jeffersons," "Hollywood Squares," "Barnaby Jones," "Streets of San Francisco," "Sanford and Son," "Mary Tyler Moore Show," "Bob Newhart Show," and "Carol Burnett." However, attitudes of the children did not parallel those of their fathers.

There was a correspondence between the older fathers and their children in percentages reporting "Monday Nite Football" as a favorite.

Table 61

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Place of Residence -

		"1 of my favorites"						"I don't like it"					
		Wichita		Town		Country/Farm		Wichita		Town		Country/Farm	
Sunday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Bill Cosby Show.	6 - 7	17.2%	44.1%	14.4%	38.4%	11.0%	35.2%	21.5%	6.2%	21.9%	6.8%	20.0%	6.9%
60 Minutes	6 - 7	36.7	3.1	34.5	3.3	32.4	1.6	7.0	45.7	5.6	42.4	7.5	39.0
World of Disney.	6 - 7	52.3	32.0	59.6	32.6	59.2	38.9	1.2	3.4	0.9	2.9	0.7	1.4
Six Million Dollar Man . .	7 - 8	23.6	55.9	19.0	51.6	18.6	52.8	17.3	5.7	20.4	6.0	18.8	6.3
Sonny & Cher Show.	7 - 8	7.9	17.1	4.6	12.4	5.2	13.8	47.8	31.3	54.3	35.6	52.7	35.7
Sybil (The Big Event). . .	7 - 10	13.8	27.2	7.8	23.4	10.3	24.1	13.8	11.9	14.9	12.0	16.7	12.4
Kojak.	8 - 9	22.0	13.2	18.0	12.1	15.2	10.3	24.6	37.2	29.0	39.7	28.7	36.5
Delvecchio	9 - 10	8.1	9.5	5.5	6.3	5.4	5.2	14.1	16.8	15.9	14.7	13.7	11.2
Monday Programs:													
Local TV news.	6-630	51.4	5.0	51.6	4.0	52.3	4.5	1.7	32.6	1.0	33.5	1.4	31.5
To Tell the Truth.	6-630	24.4	16.5	24.2	12.8	25.8	14.5	14.2	16.8	14.7	17.8	13.7	17.8
Adam 12.	630-7	15.4	21.5	14.3	19.3	12.7	14.5	22.1	24.7	20.7	23.9	20.7	25.9
Partridge Family	630-7	20.9	56.0	22.2	56.3	19.8	55.3	19.7	6.7	18.6	6.0	19.1	6.5
Wild Kingdom	630-7	42.8	20.4	44.8	20.0	47.1	23.8	6.1	27.6	6.5	27.3	2.9	23.3
Captain & Tennille	7 - 8	21.8	67.7	21.7	69.0	22.4	66.8	18.2	5.1	17.6	5.2	15.8	5.4
Little House on Prairie. .	7 - 8	40.7	37.1	42.4	38.2	47.8	42.3	8.5	16.5	7.0	16.2	7.7	14.2
Rhoda.	7-730	10.3	25.8	6.8	22.5	6.7	20.6	33.8	19.6	38.2	23.2	36.5	25.5
Phyllis.	730-8	7.3	20.6	3.3	15.0	5.4	12.9	33.5	25.9	36.3	29.1	33.4	30.4
Maude.	8-830	12.6	24.7	7.1	21.5	7.5	16.0	41.9	25.6	51.1	32.3	41.4	33.3
Monday Nite Football . . .	8 - 11	36.4	37.8	40.9	37.9	39.3	40.7	27.5	32.8	23.1	28.1	23.6	27.3
All's Fair	830-9	4.2	21.7	2.6	17.1	3.5	18.7	13.2	11.9	12.7	9.7	11.7	11.0
Executive Suite.	9 - 10	5.0	6.8	2.9	5.3	2.9	4.7	12.2	13.0	12.8	9.0	12.2	8.9

---

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

Table 61 (cont'd)

		"1 of my favorites"						"I don't like it"					
		Wichita		Town		Country/Farm		Wichita		Town		Country/Farm	
Tuesday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	50.8%	4.9%	51.7%	4.4%	52.2%	2.6%	1.7%	33.1%	1.9%	31.1%	1.1%	31.7%
To Tell the Truth.	6-630	24.0	18.1	23.3	15.2	25.7	14.5	14.5	17.1	15.1	18.5	14.5	17.1
Adam 12.	630-7	15.2	21.3	14.8	19.6	11.3	13.6	21.1	25.3	19.2	25.8	21.5	26.8
Partridge Family	630-7	20.7	54.9	22.3	54.5	20.1	54.2	18.5	6.3	17.7	6.1	17.3	6.1
The Muppets.	630-7	14.7	24.9	15.8	24.2	13.9	19.4	6.0	10.1	4.9	9.2	5.0	10.8
Baa Baa Black Sheep. . . .	7 - 8	15.5	29.0	16.2	31.9	14.6	27.6	7.8	14.7	6.0	11.8	8.1	12.9
Happy Days	7-730	48.2	86.5	45.1	85.7	42.3	84.8	6.3	1.1	6.4	0.8	6.4	0.9
Laverne & Shirley.	730-8	25.1	68.4	21.2	67.8	19.8	63.8	20.7	4.9	23.1	6.4	23.6	4.9
MASH	8-830	27.6	47.1	27.3	51.1	23.4	49.2	22.7	13.6	22.5	10.6	23.6	11.9
Police Woman	8 - 9	20.7	29.1	16.1	22.1	16.0	21.6	22.9	20.2	27.2	21.9	24.8	23.5
Rich Man, Poor Man II. . .	8 - 9	20.7	27.2	16.4	21.1	16.7	21.9	20.5	23.4	25.7	22.3	27.0	21.6
One Day at a Time.	830-9	12.7	43.4	9.1	44.9	10.4	39.4	16.4	11.4	20.6	12.3	19.2	11.3
Family	9 - 10	23.0	42.6	20.9	36.5	20.4	33.3	15.3	12.4	18.3	14.8	16.4	13.8
Police Story	9 - 10	19.3	20.1	12.8	13.6	10.0	12.5	16.4	21.2	21.8	22.2	20.0	24.5
Switch	9 - 10	17.6	28.8	15.5	24.8	11.5	26.2	12.1	13.4	13.0	11.5	16.4	11.9
Wednesday Programs:													
Local TV news.	6-630	50.8	5.2	52.1	5.0	52.2	3.3	1.5	32.0	1.8	30.8	0.9	29.5
To Tell the Truth.	6-630	24.6	18.7	24.6	15.4	25.7	15.4	14.3	16.5	14.7	17.7	13.1	16.8
Adam 12.	630-7	15.1	22.8	14.3	20.7	11.2	15.8	21.7	24.7	20.8	24.2	21.8	27.1
Partridge Family	630-7	20.9	54.4	22.3	53.9	20.1	53.9	18.3	6.3	17.2	6.6	16.1	6.1
The Jeffersons	630-7	17.6	29.9	11.2	22.9	13.2	18.6	19.1	14.0	21.5	16.0	18.5	14.4
Good Times	7-730	23.4	46.8	17.0	43.5	17.1	39.8	13.8	8.1	18.3	9.0	14.6	10.4
Hollywood Squares.	7-730	14.7	5.8	12.6	4.2	12.8	4.0	25.1	50.6	24.9	50.6	25.9	49.9
Ball Four.	730-8	2.4	14.4	1.6	14.6	2.5	15.6	10.0	9.7	9.4	8.4	9.4	10.2
All in the Family.	8-830	29.8	46.8	26.8	44.6	26.9	40.3	20.5	10.5	23.9	12.5	21.9	13.3
Alice.	830-9	8.1	26.2	6.0	20.3	8.0	21.1	13.2	12.3	13.4	12.8	13.9	11.9
The Blue Knight.	9 - 10	12.4	14.1	10.6	10.4	9.4	9.3	11.5	17.9	14.0	18.1	8.4	17.1
The Quest.	9 - 10	11.4	20.8	13.4	24.5	14.6	28.4	5.6	10.4	6.5	6.7	4.6	6.6

See footnotes at the bottom of the first page of the table.

Table 61 (cont'd)

		"1 of my favorites"						"I don't like it"					
		Wichita		Town		Country/Farm		Wichita		Town		Country/Farm	
Thursday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	50.7%	5.7%	51.7%	4.6%	51.7%	3.5%	1.8%	32.3%	1.8%	30.7%	1.1%	30.0%
To Tell the Truth.	6-630	24.6	17.9	24.5	15.3	24.8	14.7	14.2	15.9	14.3	15.9	12.8	16.1
Adam 12.	630-7	14.7	22.5	14.5	18.9	11.8	15.8	21.2	24.8	20.3	25.6	21.9	27.0
Partridge Family	630-7	20.7	54.8	22.1	54.3	20.0	54.5	18.7	6.1	17.5	6.1	16.2	6.4
This Week: Looking In. . .	630-7	1.4	1.5	0.8	0.4	1.5	0.5	2.4	13.1	2.0	10.9	1.5	12.1
Gemini Man	7 - 8	7.9	39.5	5.4	36.3	4.9	36.8	10.8	4.3	13.0	4.2	8.4	4.5
Welcome Back, Kotter . . .	7-730	32.7	79.2	29.0	76.3	27.0	72.2	18.3	2.0	21.7	1.9	19.9	2.6
Barney Miller.	730-8	23.9	32.8	20.6	30.4	18.9	25.2	19.4	18.4	22.4	18.9	20.7	21.9
Hawaii Five-O.	8 - 9	18.8	25.0	16.1	21.3	14.4	20.0	22.5	24.2	23.0	23.4	23.2	26.6
Tony Randall Show.	8-830	11.4	24.1	10.0	23.6	8.5	17.5	16.3	16.1	14.9	14.5	18.7	15.6
Nancy Walker Show.	830-9	8.7	28.6	6.3	24.4	8.0	19.7	19.7	15.9	17.6	16.6	19.2	18.1
Barnaby Jones.	9 - 10	19.4	18.4	18.8	15.8	16.6	12.1	15.9	26.2	16.6	24.9	15.9	27.3
Dick Van Dyke & Co.. . . .	9 - 10	19.4	39.9	18.4	39.7	16.4	35.6	14.0	8.9	13.6	9.9	14.8	8.7
Streets San Francisco. . .	9 - 10	28.8	24.5	24.9	19.7	19.0	18.5	12.3	22.0	14.6	23.7	18.5	27.5
Friday Programs:													
Local TV news.	6-630	51.3	5.5	51.5	4.6	52.0	4.0	1.7	31.4	1.8	29.6	0.9	27.8
To Tell the Truth.	6-630	24.5	18.6	24.1	15.3	25.3	15.7	14.0	16.6	14.0	17.4	13.0	15.3
Adam 12.	630-7	14.9	22.4	15.0	19.4	11.8	15.1	21.1	24.5	20.2	24.2	21.9	26.2
Andy Williams.	630-7	10.6	7.8	12.7	7.3	13.0	5.0	12.5	16.3	10.7	13.0	13.6	15.9
Partridge Family	630-7	20.8	54.8	22.7	54.5	20.1	53.8	18.8	6.4	17.5	6.7	16.3	6.1
Donnie & Marie	7 - 8	28.5	57.5	29.8	56.4	30.8	53.5	17.1	11.1	15.3	12.2	14.1	10.6
Lawrence Welk.	7 - 8	13.4	3.9	18.5	2.1	24.4	3.8	36.5	56.8	30.8	59.1	27.6	55.8
Sanford and Son.	7-730	25.4	42.6	18.8	38.0	19.5	32.6	27.7	11.6	24.0	14.2	21.6	16.0
Chico and the Man.	730-8	15.2	37.4	10.9	33.5	10.0	29.2	24.5	13.8	29.1	14.6	29.3	10.5
Rockford Files	8 - 9	24.8	33.1	22.7	30.6	19.3	31.8	12.4	14.8	10.8	15.7	16.2	12.7
Serpico.	9 - 10	8.8	14.6	6.8	14.2	6.6	13.2	14.6	10.9	15.9	11.9	16.4	10.4

See footnotes at the bottom of the first page of the table.

Table 61 (cont'd)

		"1 of my favorites"						"I don't like it"					
		Wichita		Town		Country/Farm		Wichita		Town		Country/Farm	
Saturday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	50.8%	5.1%	50.6%	4.4%	51.8%	3.1%	1.7%	32.4%	2.1%	30.5%	1.4%	28.7%
Hollywood Squares.	6-630	14.5	5.1	13.5	4.2	12.3	3.6	24.3	49.8	24.3	49.4	25.3	50.1
Hee Haw.	630-730	21.0	13.0	23.3	11.1	29.0	13.7	30.6	48.5	27.4	45.4	20.3	46.2
Emergency.	7 - 8	35.0	46.1	33.6	45.0	27.6	42.0	8.8	8.0	11.5	8.9	8.7	8.8
Holmes & Yoyo.	7-730	18.1	63.5	16.1	60.4	15.1	62.2	14.7	5.1	14.2	5.7	13.2	4.3
Doc.	730-8	5.4	14.2	4.6	15.0	3.7	8.4	10.8	16.8	11.0	15.0	10.0	19.5
Mr. T. & Tina.	730-8	6.7	40.8	5.6	37.7	4.8	34.4	22.4	12.9	24.1	16.3	20.9	12.6
Mary Tyler Moore Show. . .	8-830	21.0	27.1	18.3	25.5	16.3	22.1	21.5	19.8	23.6	19.4	23.2	22.1
Starsky & Hutch.	8 - 9	37.8	78.4	34.8	80.0	31.7	76.8	15.6	3.6	15.1	2.1	17.0	2.4
Bob Newhart Show	830-9	19.7	24.4	18.1	23.1	14.4	21.4	20.2	20.2	21.4	17.6	24.0	22.1
Carol Burnett Show	9 - 10	27.4	44.7	26.1	42.6	24.1	37.9	18.8	14.1	23.3	13.9	19.7	14.5
Most Wanted.	9 - 10	12.4	22.8	10.6	20.3	8.2	19.7	6.5	10.7	7.2	8.7	8.2	7.4

See footnotes at the bottom of the first page of the table.

Table 62

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Age of the Fathers -

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Sunday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Bill Cosby Show.	6 - 7	12.1%	48.2%	21.3%	5.2%	11.6%	37.9%	24.5%	7.0%	10.6%	30.8%	32.4%	6.3%
60 Minutes	6 - 7	34.4	2.5	10.0	49.1	39.0	3.5	6.2	43.2	38.8	2.9	6.3	39.4
World of Disney.	6 - 7	45.1	43.2	1.5	2.5	50.0	28.7	1.1	3.0	53.1	27.8	2.4	3.8
Six Million Dollar Man . .	7 - 8	24.9	61.7	15.5	4.4	22.5	50.4	15.7	6.5	28.0	44.4	15.9	6.3
Sonny & Cher Show.	7 - 8	4.6	20.8	47.8	28.3	4.3	12.0	51.2	34.3	3.4	10.1	58.7	43.3
Sybil (The Big Event). . .	7 - 10	8.5	21.4	15.4	13.1	5.0	27.3	15.0	11.7	1.5	23.4	23.3	12.2
Kojak.	8 - 9	26.8	14.3	20.3	36.8	23.5	11.1	21.0	37.2	27.9	11.1	13.5	34.1
Delvecchio	9 - 10	9.0	8.8	15.8	16.2	7.8	7.4	13.2	14.9	9.2	5.8	17.4	19.2
Monday Programs:													
Local TV news.	6-630	44.8	5.2	4.0	33.6	55.4	3.8	1.5	31.6	68.0	3.4	0.0	29.3
To Tell the Truth.	6-630	12.6	19.3	23.3	15.3	19.3	12.7	16.9	17.9	33.5	15.2	10.7	18.1
Adam 12.	630-7	17.2	23.0	21.2	25.9	15.7	17.5	19.7	24.4	19.8	13.6	13.5	26.7
Partridge Family	630-7	13.4	64.6	23.7	3.6	13.5	51.4	25.4	7.6	25.1	49.5	20.3	8.7
Wild Kingdom	630-7	41.3	28.6	4.8	23.6	46.0	17.9	3.8	28.3	56.5	16.0	4.8	30.1
Captain & Tennille	7 - 8	21.0	74.0	16.8	3.6	14.4	65.8	21.0	5.6	10.1	52.4	28.5	6.3
Little House on Prairie. .	7 - 8	27.4	45.9	13.3	13.2	28.3	35.6	11.3	16.6	37.2	38.2	7.2	18.4
Rhoda.	7-730	4.2	23.5	41.6	22.3	3.6	22.8	39.4	22.5	6.8	24.8	39.6	20.4
Phyllis.	730-8	2.5	18.1	37.9	25.0	2.7	16.6	36.0	28.1	3.9	16.5	35.6	31.6
Maude.	8-830	7.9	23.7	49.1	23.9	7.0	19.1	45.9	31.7	9.2	16.8	40.6	33.7
Monday Nite Football . . .	8 - 11	60.9	38.9	14.7	33.7	62.0	39.4	9.7	29.3	54.9	33.2	11.7	25.5
All's Fair	830-9	2.5	21.9	11.5	8.8	2.0	18.4	11.2	11.5	0.5	20.8	14.5	14.5
Executive Suite.	9 - 10	3.4	5.0	11.3	10.4	2.4	6.2	10.9	11.4	1.9	6.5	15.9	15.9

---

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

Table 62 (cont'd)

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Tuesday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Local TV news.	6-630	44.3%	4.1%	3.8%	33.7%	55.7%	3.8%	1.3%	30.8%	67.5%	2.9%	0.0%	27.9%
To Tell the Truth.	6-630	12.6	20.4	24.0	17.1	18.8	14.0	16.9	18.6	33.7	15.9	11.5	17.4
Adam 12.	630-7	16.8	22.9	20.8	26.2	15.4	16.3	18.8	25.2	21.2	15.0	14.9	29.0
Partridge Family	630-7	12.8	62.3	24.4	3.3	14.1	50.5	23.1	7.2	25.5	44.7	19.7	7.3
The Muppets.	630-7	10.1	29.4	6.5	8.4	9.6	21.7	6.8	10.0	14.0	23.9	6.3	11.2
Baa Baa Black Sheep. . . .	7 - 8	25.7	32.0	5.0	15.8	23.0	29.3	6.1	11.6	21.7	28.6	7.7	13.1
Happy Days	7-730	51.8	88.9	4.2	1.1	34.8	84.2	7.6	0.9	28.7	82.8	13.4	1.0
Laverne & Shirley.	730-8	21.8	72.1	22.9	4.8	12.4	65.1	25.4	5.7	11.6	57.0	23.7	8.7
MASH	8-830	30.0	46.4	17.9	11.6	27.8	49.7	19.7	12.3	28.2	54.1	20.1	13.0
Police Woman	8 - 9	20.8	30.2	20.5	19.6	16.6	23.1	22.2	22.1	20.2	21.6	14.4	24.0
Rich Man, Poor Man II. . .	8 - 9	18.9	22.6	22.2	24.4	15.5	24.0	23.6	22.8	10.5	18.1	26.8	22.5
One Day at a Time.	830-9	9.7	45.5	14.5	10.5	7.4	41.9	17.2	12.3	5.8	43.7	21.2	15.0
Family	9 - 10	14.9	38.0	20.1	14.0	11.1	38.2	18.2	13.4	8.2	39.4	14.4	12.5
Police Story	9 - 10	27.6	20.3	12.1	23.8	18.0	14.7	15.2	21.3	16.8	13.0	15.4	22.2
Switch	9 - 10	20.0	28.0	8.2	12.1	16.8	27.0	11.1	12.1	18.3	29.0	13.0	13.5
Wednesday Programs:													
Local TV news.	6-630	43.6	4.7	3.6	32.4	55.9	4.2	1.2	29.7	67.5	3.4	0.0	27.1
To Tell the Truth.	6-630	11.8	22.2	23.3	15.6	19.5	14.2	15.9	17.5	35.9	17.8	10.5	18.3
Adam 12.	630-7	16.0	24.1	20.8	25.9	15.8	18.0	19.5	24.4	19.6	17.9	15.8	28.0
Partridge Family	630-7	12.4	61.9	23.1	3.3	14.2	50.2	22.7	7.4	25.1	46.9	19.8	8.2
The Jeffersons	630-7	10.7	28.7	21.9	12.2	12.5	23.0	22.0	16.0	18.2	22.8	18.7	15.0
Good Times	7-730	21.8	50.3	14.7	7.1	16.3	39.5	15.3	8.9	19.2	39.6	15.9	14.0
Hollywood Squares.	7-730	9.3	5.9	32.4	51.6	10.3	4.5	26.9	50.0	16.4	3.8	19.3	47.1
Ball Four.	730-8	2.7	17.0	11.2	8.4	1.7	13.8	10.5	8.7	3.8	18.0	10.5	12.6
All in the Family.	8-830	28.8	49.8	21.9	9.8	29.6	43.7	19.0	11.6	32.1	41.5	16.7	15.9
Alice.	830-9	5.9	26.2	12.6	11.1	5.2	22.5	13.9	12.4	7.2	23.6	17.2	14.4
The Blue Knight.	9 - 10	16.6	15.8	11.1	15.4	12.4	11.8	10.0	17.5	11.5	7.7	9.1	22.2
The Quest.	9 - 10	15.6	24.1	4.8	10.6	11.9	21.3	5.6	8.0	8.6	24.2	9.1	7.7

See footnotes at the bottom of the first page of the table.

Table 62 (cont'd)

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Thursday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Local TV news.	6-630	44.3%	5.6%	3.9%	31.7%	55.6	4.3%	1.1%	30.1%	67.0%	4.3%	1.0%	23.7%
To Tell the Truth. . . .	6-630	13.1	19.2	22.8	15.5	19.7	14.2	15.7	16.5	35.0	16.2	11.2	15.7
Adam 12.	630-7	17.2	23.1	20.9	26.3	15.4	17.7	19.2	24.4	18.9	16.5	15.5	28.6
Partridge Family	630-7	12.8	61.7	24.0	3.5	14.1	51.1	22.9	7.0	23.8	45.5	19.4	9.6
This Week: Looking In. .	630-7	1.0	1.4	2.9	11.4	1.5	0.8	2.3	11.9	3.5	0.5	3.0	9.1
Gemini Man	7 - 8	8.9	41.2	10.5	4.3	5.6	36.3	12.3	4.2	5.4	32.0	14.7	4.4
Welcome Back, Kotter . .	7-730	33.2	78.8	16.8	11.6	25.4	76.6	21.0	2.5	20.1	70.3	26.5	1.9
Barney Miller.	730-8	24.7	31.1	19.7	19.8	23.1	30.1	15.6	19.1	27.3	31.6	15.1	18.7
Hawaii Five-O.	8 - 9	21.0	25.2	21.8	25.6	18.6	21.5	18.3	23.5	27.3	23.6	14.1	22.6
Tony Randall Show. . . .	8-830	10.2	24.2	18.1	16.2	8.2	20.3	17.2	16.2	7.8	23.9	13.2	16.7
Nancy Walker Show. . . .	830-9	3.9	28.7	20.2	13.3	4.1	23.8	20.8	17.0	3.4	23.6	17.7	19.7
Barnaby Jones.	9 - 10	15.3	16.0	19.3	26.6	17.4	16.0	16.0	25.0	30.7	15.5	8.8	26.7
Dick Van Dyke & Co . . .	9 - 10	14.3	38.6	18.0	2.0	16.0	38.5	14.6	5.7	17.2	37.7	17.6	0.9
Streets San Francisco. .	9 - 10	24.9	25.0	12.5	22.4	26.7	20.2	12.5	24.0	36.8	19.2	7.8	17.8
Friday Programs:													
Local TV news.	6-630	44.7	4.7	3.7	31.3	56.0	4.5	1.2	29.2	68.0	4.3	0.5	23.0
To Tell the Truth. . . .	6-630	12.4	20.5	22.9	16.2	19.8	14.5	15.5	17.3	34.5	16.3	10.7	15.4
Adam 12.	630-7	16.9	22.8	21.6	25.7	16.0	17.8	18.9	24.1	17.6	16.3	15.7	27.3
Andy Williams.	630-7	3.9	8.4	17.1	15.1	8.5	6.3	14.2	15.3	10.3	3.4	13.2	17.8
Partridge Family	630-7	12.6	62.7	23.3	3.1	14.7	50.8	23.1	7.3	23.5	45.4	20.1	9.7
Donnie & Marie	7 - 8	23.1	69.3	18.2	8.2	21.5	51.9	19.7	11.5	21.8	40.7	15.5	17.2
Lawrence Welk.	7 - 8	6.4	4.1	46.6	52.8	14.1	2.4	31.0	59.4	42.7	3.3	10.7	66.5
Sanford and Son.	7-730	23.2	44.2	20.3	12.8	25.6	36.5	18.3	12.6	30.1	32.2	19.4	17.8
Chico and the Man. . . .	730-8	10.6	37.8	28.0	15.7	13.2	31.6	23.7	14.9	18.4	29.2	25.7	16.7
Rockford Files	8 - 9	27.9	36.5	8.7	17.0	23.8	32.1	10.5	12.9	31.6	30.0	10.7	13.5
Serpico.	9 - 10	9.1	13.7	11.8	12.7	9.0	14.6	13.9	9.6	9.3	13.0	21.0	13.9

See footnotes at the bottom of the first page of the table.

Table 62 (cont'd)

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Saturday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Local TV news.	6-630	43.2%	4.5%	4.0%	31.0%	56.0%	3.8%	1.5%	30.2%	67.8%	2.5%	0.0%	25.7%
Hollywood Squares. . . .	6-630	10.4	5.7	31.4	49.5	9.4	4.2	25.8	49.6	14.0	3.5	18.8	45.3
Dolly.	630-7	10.6	9.7	12.8	30.2	10.8	6.1	10.3	33.6	7.2	7.0	11.6	32.2
Hee Haw.	630-730	21.3	16.3	23.3	41.3	29.2	10.6	20.6	48.9	28.4	7.0	23.6	52.0
Emergency.	7 - 8	32.2	52.4	11.0	5.6	26.8	43.2	10.8	8.4	26.9	34.0	12.5	11.5
Holmes & Yoyo.	7-730	22.4	71.1	10.6	4.3	15.8	60.4	14.3	5.5	11.7	52.2	18.9	6.5
Doc.	730-8	3.5	14.3	11.2	15.5	3.1	11.3	10.2	17.8	9.6	11.4	10.1	14.9
Mr. T. & Tina.	730-8	5.6	46.5	23.4	8.1	6.0	36.0	21.2	16.3	8.2	24.8	22.2	17.8
Mary Tyler Moore Show. .	8-830	14.5	28.2	25.0	19.8	15.6	24.3	22.5	21.1	24.5	26.2	18.8	17.3
Starsky & Hutch.	8 - 9	41.0	79.4	13.1	3.5	31.8	78.5	17.0	2.8	30.3	72.9	15.4	3.0
Bob Newhart Show	830-9	14.3	26.4	22.8	20.3	15.5	21.7	20.1	19.7	20.6	27.9	20.6	15.9
Carol Burnett Show . . .	9 - 10	15.8	47.1	27.0	13.3	19.4	41.6	21.9	13.8	28.4	38.6	23.1	14.4
Most Wanted.	9 - 10	16.3	21.2	5.0	9.8	11.0	21.8	7.6	8.8	12.2	16.4	11.2	5.5

See footnotes at the bottom of the first page of the table.

That program was less popular with the older fathers (fifty or more years of age) and their children than with the younger fathers and their children.

Effects of the age of the mothers. An examination of Table 63 reveals numerous effects of age upon the mothers' attitudes toward programs. The older the mother, the more popular with her were "60 Minutes," "Local TV News," "To Tell the Truth," "Partridge Family," "Lawrence Welk," "Hee Haw," and the "Carol Burnett Show." No corresponding effects were noted in the attitudes of the children.

The younger the mother, the more popular were "Sybil," "Rhoda," "Maude," and "Happy Days." Again, no correspondence was noted in the attitudes of the children.

In the absence of a trend, higher percentages of older mothers (fifty or more years of age) reported the following as favorites: "Kojak," "Adam 12," "Wild Kingdom," "Little House on the Prairie," "The Jeffersons," "Good Times," "Hollywood Squares," "All in the Family," "Barney Miller," Hawaii Five-0," "Barnaby Jones," "Streets of San Francisco," "Sanford and Son," "Chico and the Man," and "Rockford Files." Only in the case of "Barney Miller" was there a corresponding attitude among children--that is, a higher percentage of children of older mothers reported it as a favorite than was the case of children of younger mothers.

Two programs were found to be less popular with the older mothers--"Welcome Back, Kotter" and "Andy Williams." Again, there were no parallel attitudes among the children.

While trends as such were not observed, the ten programs listed below appeared to be more popular with mothers under thirty-five years of age. In the first eight listed, there was a parallel between the attitudes of the mothers and their children. The ten programs were: "Six Million Dollar Man," "Captain and Tennille," "Laverne and Shirley," "Rich Man, Poor Man II," "Emergency," "Holmes and Yoyo," "Starsky and Hutch," "Most Wanted," "Family," and "Switch."

Three programs were less popular with mothers under thirty-five years of age: "Monday Nite Football," "Andy Williams," and the "Mary Tyler Moore Show." A parallel attitude among the children was found only in the case of "Monday Nite Football."

Effects of parents' formal schooling. Tables 64 and 65 were developed to permit analyses of the effects of parents' formal schooling upon their attitudes and those of their children. The two tables analyze the effects of fathers' and mothers' schooling separately.

Formal education of the parent appeared to be a significant variable, even more so than in the case of age which was analyzed in the preceding subsection. Unlike the effects of age, the effects of parents' level of formal schooling had consistent effects on the attitudes of children. With few exceptions, the children's attitudes paralleled those of their

Table 63

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Age of the Mothers -

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Sunday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Bill Cosby Show.	6 - 7	19.6%	49.0%	18.2%	6.0%	16.5%	35.4%	19.5%	7.0%	17.1%	41.0%	20.9%	5.7%
60 Minutes	6 - 7	29.8	1.8	7.0	46.8	36.0	3.4	4.8	42.4	45.2	2.4	4.8	46.3
World of Disney.	6 - 7	58.5	40.2	0.8	2.2	60.2	29.0	0.6	3.2	62.8	24.2	0.0	2.4
Six Million Dollar Man . .	7 - 8	22.3	60.9	20.4	5.2	17.0	49.0	20.6	6.9	17.2	49.6	18.8	4.1
Sonny & Cher Show.	7 - 8	9.4	19.7	45.2	28.3	7.0	12.8	52.8	35.7	7.1	12.2	54.3	43.9
Sybil (The Big Event). . .	7 - 10	21.4	24.8	12.1	12.8	13.9	26.6	13.0	11.9	6.4	24.0	20.8	11.6
Kojak.	8 - 9	16.7	14.8	31.6	38.4	15.1	10.3	31.7	37.5	20.6	13.1	30.2	33.6
Delvecchio	9 - 10	6.5	9.0	16.7	16.1	5.2	7.4	12.8	15.6	4.8	5.7	18.3	13.9
Monday Programs:													
Local TV news.	6-630	45.2	5.3	0.8	34.7	53.5	3.6	1.1	32.4	65.4	7.4	3.1	24.8
To Tell the Truth.	6-630	23.0	18.0	12.5	16.7	32.1	13.7	10.3	17.5	52.0	17.7	8.8	12.9
Adam 12.	630-7	13.6	24.0	25.8	24.9	11.0	16.1	22.3	24.6	19.5	18.2	16.3	28.1
Partridge Family	630-7	22.7	61.6	16.4	5.1	27.3	51.6	14.4	8.0	36.2	57.5	11.0	5.0
Wild Kingdom	630-7	39.1	25.6	7.5	24.5	44.3	17.7	5.0	28.2	52.8	15.6	5.5	27.9
Captain & Tennille	7 - 8	30.5	75.7	14.8	3.6	22.1	62.4	14.9	6.3	23.8	57.0	23.0	5.8
Little House on Prairie. .	7 - 8	52.1	43.2	5.7	14.4	53.3	34.9	4.4	17.2	60.6	32.2	4.7	15.7
Rhoda.	7-730	13.8	24.2	31.5	22.0	11.7	24.5	31.8	20.8	9.5	24.8	35.7	14.9
Phyllis.	730-8	7.6	17.8	35.9	26.1	8.5	18.6	29.1	27.8	8.0	18.9	35.2	26.2
Maude.	8-830	14.4	23.3	42.5	24.3	12.3	21.0	44.6	31.2	9.5	26.7	38.9	29.2
Monday Nite Football . . .	8 - 11	16.8	39.9	43.9	35.2	21.0	36.9	32.5	28.3	23.6	36.9	35.4	25.4
All's Fair	830-9	5.5	21.1	15.1	11.0	3.8	19.7	12.5	11.4	4.8	21.5	12.9	10.7
Executive Suite	9 - 10	7.7	5.4	14.1	12.0	3.5	6.7	11.5	11.0	2.4	4.9	14.3	17.2

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

Table 63 (cont'd)

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Tuesday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Local TV news.	6-630	43.5%	5.4%	1.2%	35.4%	53.3%	3.1%	1.1%	31.6%	63.8%	8.2%	2.3%	23.0%
To Tell the Truth. . . .	6-630	22.6	20.8	13.6	16.6	32.0	14.4	10.2	17.9	50.8	19.7	7.9	12.3
Adam 12.	630-7	13.7	24.0	24.7	25.5	10.8	15.5	22.0	25.9	19.2	17.4	16.0	26.4
Partridge Family	630-7	22.6	60.5	15.5	4.4	26.6	50.7	13.4	8.1	34.6	53.7	8.5	3.3
Baa Baa Black Sheep. . .	7 - 8	9.0	31.8	9.4	15.9	8.7	26.4	7.7	12.7	11.2	27.3	11.2	11.6
Happy Days	7-730	61.3	88.5	3.4	1.3	47.4	84.0	6.9	1.0	38.9	85.4	11.5	0.0
Laverne & Shirley. . . .	730-8	36.2	73.2	16.3	4.1	24.9	64.2	21.6	6.2	23.8	57.9	25.4	7.4
MASH	8-830	24.1	46.0	28.1	13.8	24.7	49.1	25.1	11.8	27.6	56.2	19.7	10.7
Police Woman	8 - 9	21.5	29.8	25.7	20.0	16.6	23.2	27.6	22.3	19.5	21.3	21.9	21.3
Rich Man, Poor Man II. .	8 - 9	27.3	27.1	21.4	24.4	16.4	23.6	22.6	22.6	15.6	18.6	28.1	24.6
One Day at a Time. . . .	830-9	14.1	43.8	18.2	11.5	13.6	43.2	18.3	11.6	13.4	35.8	19.7	10.0
Family	9 - 10	35.6	39.3	14.3	13.6	25.0	40.7	13.9	12.5	25.8	34.4	18.8	13.1
Police Story	9 - 10	16.2	19.7	19.3	22.9	9.6	15.2	22.6	21.5	13.6	15.0	15.2	20.0
Switch	9 - 10	17.9	27.7	14.6	13.5	12.5	27.0	14.9	12.4	12.1	27.9	13.7	13.9
Wednesday Programs:													
Local TV news.	6-630	44.1	6.0	1.0	33.8	53.6	3.4	0.9	30.8	64.3	8.3	3.1	20.7
To Tell the Truth. . . .	6-630	23.3	21.8	12.9	15.9	32.8	14.7	10.2	17.5	47.7	19.8	9.2	10.7
Adam 12.	630-7	13.1	25.3	25.6	25.0	10.5	17.1	22.4	25.3	20.3	22.1	14.8	24.6
Partridge Family	630-7	22.9	58.7	15.9	4.7	26.6	51.0	12.6	8.2	37.4	54.5	8.4	3.3
The Jeffersons	630-7	15.0	29.9	20.4	13.6	17.4	23.3	16.6	15.3	25.4	28.9	13.8	9.1
Good Times	7-730	22.5	49.6	15.6	7.5	20.8	40.1	14.0	9.0	31.3	46.3	10.9	13.2
Hollywood Squares. . . .	7-730	14.7	6.6	26.9	51.4	17.3	4.1	20.0	50.0	31.0	4.1	16.3	50.0
Ball Four.	730-8	1.9	15.2	10.3	9.6	1.9	13.6	7.3	9.2	3.9	22.3	11.0	12.4
All in the Family. . . .	8-830	24.1	49.0	26.3	10.5	28.2	42.6	22.0	11.8	37.7	44.6	20.0	14.0
Alice.	8:30-9	7.9	26.8	12.1	12.2	9.0	22.8	13.5	12.5	10.9	24.8	11.7	11.6
The Blue Knight.	9 - 10	10.1	14.5	14.3	16.6	8.3	10.6	11.7	18.0	14.1	9.1	10.9	24.8
The Quest.	9 - 10	15.3	23.9	5.6	10.3	8.4	21.1	5.0	8.3	15.9	27.9	5.6	6.6

See footnotes at the bottom of the first page of the table.

Table 63 (cont'd)

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Thursday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Local TV news.	6-630	43.6%	6.4%	0.9%	35.0%	53.1%	4.0%	1.1%	30.3%	64.1%	7.4%	3.1%	21.3%
To Tell the Truth. . . .	6-630	22.4	20.2	13.1	15.4	32.2	15.0	10.4	16.4	51.6	17.7	7.8	9.7
Adam 12.	630-7	12.8	25.2	24.8	24.5	10.4	16.5	22.1	25.9	20.0	18.2	13.6	27.3
Partridge Family	630-7	22.7	59.4	16.0	4.6	26.0	51.3	12.8	7.7	36.4	53.1	8.5	4.1
This Week: Looking In. .	630-7	0.8	1.7	1.9	13.3	1.2	0.4	0.9	12.1	0.8	1.6	4.0	9.8
Gemini Man	7 - 8	8.5	42.8	11.0	4.5	4.9	34.3	8.6	4.4	6.3	37.7	11.9	3.3
Welcome Back, Kotter . .	7-730	35.7	79.5	18.2	1.7	32.3	75.5	18.4	2.5	25.6	74.8	24.0	0.8
Barney Miller.	730-8	20.2	33.0	25.3	19.5	20.6	28.9	21.4	19.4	28.3	39.8	22.8	13.0
Hawaii Five-O.	8 - 9	14.1	25.3	29.0	26.3	14.6	20.8	23.2	23.4	27.8	28.9	20.6	24.0
Tony Randall Show. . . .	8-830	11.8	26.0	16.5	15.6	11.9	20.4	14.8	16.5	17.2	28.5	18.8	13.0
Nancy Walker Show. . . .	830-9	11.4	29.7	18.9	15.5	10.3	23.9	18.0	17.2	18.9	27.3	19.7	18.2
Barnaby Jones.	9 - 10	18.4	17.8	17.9	27.5	18.8	15.9	14.2	25.2	26.4	15.7	12.8	25.6
Dick Van Dyke & Co.. . .	9 - 10	19.5	39.6	13.1	9.7	20.9	38.7	11.5	9.7	22.4	30.5	16.8	5.8
Streets San Francisco. .	9 - 10	26.4	25.5	14.7	24.2	23.2	20.4	15.6	22.9	36.5	23.6	13.5	19.5
Friday Programs:													
Local TV news.	6-630	43.9	6.0	1.0	33.4	53.7	3.9	1.0	29.5	62.5	8.9	2.3	20.3
To Tell the Truth. . . .	6-630	21.7	21.2	13.1	16.0	32.6	15.2	10.4	16.9	52.0	19.8	7.1	9.9
Adam 12.	630-7	13.3	25.1	24.2	24.4	10.5	16.3	22.2	25.1	19.8	18.9	14.3	26.2
Andy Williams.	630-7	9.0	8.6	11.2	15.5	18.4	6.0	8.2	16.0	19.5	7.4	10.2	14.8
Partridge Family	630-7	23.0	59.2	15.9	4.6	26.1	51.0	13.2	8.2	34.1	52.5	8.5	4.1
Donnie & Marie	7 - 8	36.0	66.3	14.0	8.0	33.7	49.9	13.7	13.8	38.0	46.3	12.4	15.4
Lawrence Welk.	7 - 8	8.6	4.4	43.5	53.6	22.3	2.7	27.0	59.6	38.0	4.1	18.6	60.2
Sanford and Son.	7-730	18.5	45.5	29.5	11.4	20.1	34.8	23.3	13.7	26.6	42.6	21.1	16.4
Chico and the Man. . . .	730-8	10.4	29.6	31.3	14.1	12.9	13.2	26.6	14.9	22.4	35.8	19.2	13.8
Rockford Files	8 - 9	22.7	35.4	14.7	16.6	19.9	30.6	15.0	13.0	28.0	30.6	12.8	14.9
Serpico.	9 - 10	7.2	15.1	15.7	12.0	6.0	13.2	16.6	10.5	7.9	5.6	12.7	11.5

See footnotes at the bottom of the first page of the table.

Table 63 (cont'd)

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Saturday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Local TV news.	6-630	43.9%	5.8%	1.4%	34.3%	52.3%	3.5%	0.9%	30.3%	65.9%	5.9%	2.3%	22.7%
Hollywood Squares. . . .	6-630	14.8	5.7	26.2	50.0	18.1	3.7	19.8	49.5	29.7	6.8	16.4	48.3
Dolly.	630-7	11.7	10.6	20.2	31.1	8.3	4.6	14.3	33.3	11.7	10.3	14.8	35.3
Hee Haw.	630-730	16.1	16.7	35.7	43.0	20.6	9.2	32.2	51.2	25.8	12.7	32.0	53.4
Emergency.	7 - 8	40.2	50.2	7.2	7.2	34.7	41.9	8.7	8.9	35.9	36.4	6.3	9.3
Holmes & Yoyo.	7-730	21.0	68.5	14.6	4.6	13.6	58.3	14.7	5.4	14.1	59.3	18.0	6.8
Doc.	730-8	3.9	14.6	11.8	17.0	5.6	11.7	9.7	16.8	14.8	16.2	10.9	15.4
Mr. T. & Tina.	730-8	5.4	46.5	26.3	10.3	5.1	33.3	21.5	15.8	7.1	33.6	18.9	17.6
Mary Tyler Moore Show. .	8-830	17.6	26.0	26.9	20.7	26.1	26.5	18.0	19.8	28.5	28.0	22.3	15.3
Starsky & Hutch.	8 - 9	45.0	79.4	14.0	2.8	30.3	77.9	17.4	3.8	30.5	72.9	17.6	1.7
Bob Newhart Show	830-9	18.3	21.9	23.9	21.0	22.9	24.8	18.9	18.8	22.3	30.5	20.8	15.3
Carol Burnett Show . . .	9 - 10	26.9	43.1	19.6	14.7	35.4	43.0	14.1	13.9	43.1	44.9	15.4	10.2
Most Wanted.	9 - 10	12.1	22.7	6.6	10.9	8.2	20.4	6.5	9.2	8.6	19.3	6.3	5.9

See footnotes at the bottom of the first page of the table.

parents. The term "paralleled" is used in the sense that the attitudes of the children tended to follow the same *direction* of their parents' attitudes. *Intensity* of the attitudes, on the other hand, frequently varied considerably.

It should be remembered that the childern and their parents completed their questionnaires separately and independently of each other. Thus, the effects of the parents' formal schooling are *not* the result of any parental supervision of children during the latter's completion of questionnaires. (See the subsection, "Separation of child from parent in the survey," in Chapter II, "Methodology.) A reasonable conclusion is that somehow, directly or indirectly, the effects of parents' formal education are reflected in the attitudes of children toward television programs.

The analyses in Tables 64 and 65, and in the text of the next two subsections, are based solely on the percentages of parents and children who selected each program listed on the questionnaire as a favorite. The three categories of schooling established for analysis were: "not a high school graduate"; "a high school graduate"; and "one or more years of college." The three categories are distinct and do not overlap.

Effects of the fathers' formal schooling. In Table 64, a large number of "trends" were observed in the attitudes of fathers and their children. as analyzed by the fathers' level of formal schooling.

The higher the educational attainment of the father, the more popular were "60 Minutes," "Monday Nite Football," "MASH," "Bob Newhart Show," and "Most Wanted." The attitudes of children paralleled those of their fathers in every case except "Monday Nite Football."

The lower the educational attainment of the father, the more popular were twenty-two programs:

"Six Million Dollar Man"
"Local TV News"
"To Tell the Truth"
"Adam 12"
"Partridge Family"
"Wild Kingdom"
"Little House on the Prairie"
"Family"
"Police Story"
"Good Times"
"The Blue Knight"
"The Quest"
"Gemini Man"
"Hawaii Five-O"
"Barnaby Jones"
"Streets of San Francisco"
"Sanford and Son"
"Chico and the Man"
"Rockford Files"
"Dolly"
"Mr. T. and Tina"
"Most Wanted"

The children's attitudes paralleled those of their fathers in every case except "To Tell the Truth" and "Rockford Files."

Table 64

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Fathers' Highest Level of Formal Schooling** -

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Sunday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Bill Cosby Show. . . .	6 - 7	13.0%	36.0%	29.6%	9.1%	12.0%	40.3%	24.4%	6.5%	10.7%	40.3%	23.0%	6.0%
60 Minutes	6 - 7	25.4	2.1	13.8	46.7	32.8	2.5	7.8	46.9	43.9	3.8	4.9	42.3
World of Disney. . . .	6 - 7	52.3	37.0	3.2	2.8	53.3	36.6	0.9	2.4	45.4	28.0	1.2	3.5
Six Million Dollar Man	7 - 8	36.0	56.6	17.0	5.9	27.7	58.5	13.8	5.0	17.9	48.0	16.8	6.7
Sonny & Cher Show. . .	7 - 8	2.8	19.9	53.3	31.3	5.4	16.0	49.1	30.3	4.0	10.9	51.8	36.4
Sybil (The Big Event).	7 - 10	6.4	29.4	20.9	11.1	5.9	26.3	17.2	11.9	4.8	23.8	14.0	12.6
Kojak.	8 - 9	29.1	13.2	16.8	37.2	23.3	12.4	20.7	37.4	24.3	11.2	20.9	37.0
Delvecchio	9 - 10	10.7	8.3	15.4	17.0	10.0	7.4	12.5	15.2	6.6	7.3	15.2	15.8
Monday Programs:													
Local TV news.	6-630	58.9	3.9	2.8	34.4	55.5	4.2	1.9	33.2	51.3	4.2	1.9	30.2
To Tell the Truth. . .	6-630	31.2	14.9	14.4	15.2	22.5	15.1	14.6	17.4	13.2	14.2	20.5	17.2
Adam 12.	630-7	27.0	23.6	15.4	22.9	21.4	20.8	13.9	22.2	10.8	15.2	23.9	27.5
Partridge Family . . .	630-7	23.[illegible]	58.9	24.0	4.9	14.7	57.9	22.5	6.0	11.6	51.6	26.1	7.9
Wild Kingdom	630-7	54.4	24.1	4.9	26.2	47.5	23.7	5.5	25.9	42.3	18.0	3.5	28.5
Captain & Tennille . .	7 - 8	15.0	68.6	28.9	5.2	19.0	70.6	18.2	3.5	13.7	62.9	20.2	6.1
Little House on Prairie	7 - 8	41.1	42.3	10.1	11.9	31.7	41.0	10.1	14.1	23.5	35.8	12.7	18.6
Rhoda.	7-730	4.2	22.4	43.7	20.6	3.6	21.9	39.2	23.0	4.1	24.2	40.0	22.4
Phyllis.	730-8	4.3	19.2	39.9	27.3	2.5	14.7	35.2	27.2	2.4	17.9	36.7	28.3
Maude.	8-830	11.3	22.4	44.3	27.6	6.7	18.4	45.0	28.6	6.5	20.1	47.8	31.6
Monday Nite Football .	8 - 11	44.6	39.9	23.9	33.0	58.3	39.2	13.5	32.1	66.7	38.0	6.6	28.2
All's Fair	830-9	3.5	23.0	18.3	11.3	1.9	21.3	12.6	10.2	1.5	17.1	9.4	11.7
Executive Suite. . . .	9 - 10	3.2	7.7	14.1	13.0	3.0	6.7	12.5	11.5	2.2	4.9	10.1	11.3

---

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

** The three levels are distinct and do not overlap.

Table 64 (cont'd)

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Tuesday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Local TV news	6-630	58.7%	1.7%	2.1%	35.9%	54.9%	4.1%	1.7%	32.4%	51.5%	4.0%	1.8%	29.1%
To Tell the Truth	6-630	29.6	15.4	16.2	15.1	22.3	17.0	14.7	17.9	13.4	15.0	20.5	18.7
Adam 12	630-7	26.4	21.9	15.8	21.1	20.3	14.9	13.3	23.6	11.3	22.4	23.0	28.7
Partridge Family	630-7	24.7	55.6	23.6	3.5	13.9	57.2	20.6	5.7	12.0	49.6	24.9	7.3
The Muppets	630-7	10.2	22.3	9.5	12.5	11.3	24.4	5.9	9.0	9.7	24.1	6.3	9.5
Baa Baa Black Sheep	7 - 8	26.1	31.1	10.6	16.6	26.0	29.8	4.1	12.7	21.9	29.8	5.9	11.9
Happy Days	7-730	43.2	87.5	8.0	1.0	41.7	85.2	5.4	1.1	35.0	84.5	8.3	0.9
Laverne & Shirley	730-8	17.5	69.7	27.4	4.6	17.5	66.7	22.6	4.1	11.8	64.4	25.2	7.3
MASH	8-830	21.1	46.3	26.0	16.1	27.1	47.5	17.6	10.3	31.1	52.0	18.9	12.1
Police Woman	8 - 9	23.2	33.4	15.9	18.1	21.1	27.3	16.3	17.8	14.5	20.6	25.5	24.7
Rich Man, Poor Man II.	8 - 9	21.3	32.2	27.2	22.4	19.5	27.4	23.4	22.1	12.5	18.2	22.9	23.6
One Day at a Time	830-9	9.4	39.9	19.2	11.5	7.3	43.9	14.8	12.4	7.8	43.2	17.5	12.4
Family	9 - 10	18.9	41.8	19.6	11.8	14.9	41.1	16.9	12.7	7.7	34.9	18.9	14.4
Police Story	9 - 10	26.5	21.0	12.5	16.8	21.6	16.8	10.8	24.0	17.7	13.9	17.6	22.5
Switch	9 - 10	20.4	27.2	10.5	12.4	17.5	26.0	8.7	12.5	17.2	28.2	11.6	12.2
Wednesday Programs:													
Local TV news	6-630	58.7	1.7	2.1	33.8	54.4	4.6	1.6	30.9	51.6	4.7	1.7	28.7
To Tell the Truth	6-630	31.7	17.1	14.6	15.4	22.3	18.2	14.6	16.9	13.5	15.3	19.3	17.4
Adam 12	630-7	25.4	25.5	16.3	21.0	20.5	22.9	14.3	22.1	11.4	15.8	23.4	28.2
Partridge Family	630-7	24.6	55.1	23.5	4.2	14.9	57.4	20.3	5.7	11.5	49.7	24.0	7.4
The Jeffersons	630-7	20.5	30.8	21.9	11.2	12.5	26.5	21.1	13.3	10.5	21.0	22.4	17.6
Good Times	7-730	30.4	51.6	15.5	7.0	17.6	47.8	12.1	8.1	14.3	35.9	17.6	10.4
Hollywood Squares	7-730	11.4	6.7	27.8	48.8	12.5	4.5	25.0	48.7	9.2	4.5	28.9	51.3
Ball Four	730-8	3.5	16.3	10.9	8.1	2.1	17.1	10.9	9.3	1.8	13.3	10.4	9.3
All in the Family	8-830	29.7	46.5	24.8	10.2	28.0	44.4	19.5	11.5	30.0	44.4	18.6	12.3
Alice	830-9	6.0	25.7	17.3	12.7	6.5	25.1	14.0	12.2	4.7	21.6	13.1	12.0
The Blue Knight	9 - 10	17.6	16.1	11.6	21.8	15.2	14.0	7.3	15.6	11.0	10.5	11.8	17.9
The Quest	9 - 10	18.0	32.0	4.9	9.2	14.7	23.7	4.1	7.8	9.5	18.5	6.6	9.1

See footnotes at the bottom of the first page of the table.

Table 64 (cont'd)

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Thursday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Local TV news.	6-630	58.3%	2.1%	2.5%	33.8%	54.3%	5.1%	1.6%	31.7%	51.6%	4.9%	1.8%	27.9%
To Tell the Truth. . .	6-630	31.7	15.9	14.4	14.9	22.5	16.8	13.7	17.4	14.1	15.0	19.6	17.7
Adam 12.	630-7	27.0	25.6	17.0	23.2	20.3	21.7	13.8	21.4	10.9	15.5	23.2	28.4
Partridge Family . . .	630-7	23.2	55.1	24.2	4.6	14.8	57.9	20.5	5.9	11.6	50.0	24.3	7.1
This Week: Looking In.	630-7	2.5	1.4	5.4	14.6	1.0	1.0	3.4	11.2	1.7	0.8	1.0	10.8
Gemini Man	7 - 8	14.6	48.4	15.3	5.3	7.5	36.9	10.2	3.7	3.2	33.7	12.6	4.5
Welcome Back, Kotter .	7-730	25.2	75.6	30.9	1.4	27.0	79.0	19.6	1.9	27.4	74.8	18.7	2.7
Barney Miller.	730-8	23.0	33.6	19.5	16.8	25.6	30.4	17.2	20.4	23.3	29.4	15.7	19.2
Hawaii Five-O.	8 - 9	28.6	25.7	15.5	20.1	23.2	22.9	15.7	23.4	15.2	21.5	21.9	25.6
Tony Randall Show. . .	8-830	10.4	22.0	30.7	21.7	7.0	22.7	18.4	16.8	9.3	21.1	12.7	14.0
Nancy Walker Show. . .	830-9	6.1	28.5	30.9	20.1	4.1	26.3	22.8	16.7	3.4	22.9	16.5	15.1
Barnaby Jones.	9 - 10	27.4	18.7	12.5	26.1	19.6	18.4	12.7	26.9	14.5	13.7	19.3	25.1
Dick Van Dyke & Co.. .	9 - 10	14.3	32.1	26.8	13.2	15.6	41.5	17.8	9.7	16.2	38.1	11.9	7.0
Streets San Francisco.	9 - 10	36.7	28.0	10.6	22.4	30.0	23.8	11.3	24.3	22.8	18.2	13.2	22.6
Friday Programs:													
Local TV news.	6-630	59.3	2.8	2.5	33.7	55.7	4.6	1.4	30.2	51.4	5.0	1.8	27.5
To Tell the Truth. . .	6-630	31.7	16.2	14.4	13.7	27.2	16.7	13.4	17.3	14.2	15.5	19.2	17.5
Adam 12.	630-7	26.7	24.8	17.1	23.8	20.5	21.9	13.9	21.2	11.0	15.5	23.1	27.4
Andy Williams.	630-7	7.1	7.3	21.1	15.7	7.7	7.2	16.3	14.4	7.1	5.9	12.6	16.3
Partridge Family . . .	630-7	23.5	57.0	23.2	3.8	15.5	57.5	20.5	6.1	11.9	49.8	24.7	7.4
Donnie & Marie	7 - 8	27.2	57.1	22.3	10.8	25.5	61.4	16.9	9.9	18.1	50.2	19.5	12.6
Lawrence Welk.	7 - 8	18.8	5.9	35.5	53.3	18.4	3.4	28.6	56.3	11.6	2.0	34.6	61.6
Sanford and Son. . . .	7-730	38.0	47.7	14.1	12.3	26.4	39.8	17.5	13.2	21.4	33.8	21.2	13.9
Chico and the Man. . .	730-8	20.9	44.1	22.3	15.0	13.8	35.0	25.0	12.5	10.3	28.1	26.0	17.3
Rockford Files	8 - 9	29.8	31.5	8.5	13.3	26.6	35.9	8.9	15.7	23.7	31.5	11.4	23.6
Serpico.	9 - 10	10.3	15.0	11.7	15.0	10.7	15.7	12.1	11.2	7.4	12.8	15.9	9.6

See footnotes at the bottom of the first page of the table.

Table 64 (cont'd)

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Saturday Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Local TV news.	6-630	58.5%	2.1%	3.1%	34.0%	55.0%	4.2%	1.8%	30.9%	51.2%	4.3%	1.9%	28.4%
Hollywood Squares. . .	6-630	11.0	5.3	28.4	46.3	11.8	4.7	23.8	47.8	8.7	4.3	27.8	50.7
Dolly.	630-7	21.9	11.8	14.1	34.3	12.8	8.5	11.7	32.9	5.6	4.8	9.9	31.9
Hee Haw.	630-730	38.6	18.4	16.5	41.0	35.1	14.5	14.2	39.2	18.9	8.1	27.5	54.1
Emergency.	7 - 8	37.6	51.1	8.0	6.1	34.4	49.4	8.6	6.5	21.7	39.9	13.6	9.6
Holmes & Yoyo.	7-730	24.3	64.7	12.7	3.5	21.0	61.3	11.7	6.2	12.7	61.9	15.5	5.3
Doc.	730-8	4.6	11.4	16.2	18.1	3.7	12.8	10.9	17.5	3.4	11.6	8.9	16.6
Mr. T. & Tina.	730-8	11.3	42.8	22.9	9.9	7.4	39.7	19.2	13.3	3.8	34.5	23.3	16.4
Mary Tyler Moore Show.	8-830	9.2	20.1	32.7	23.9	13.0	24.0	26.6	21.7	19.9	27.6	18.1	18.9
Starsky & Hutch. . . .	8 - 9	42.8	82.9	12.3	1.4	40.6	81.2	12.1	2.7	27.4	74.8	19.0	3.7
Bob Newhart Show . . .	830-9	9.7	8.3	31.5	22.9	12.2	21.0	22.3	20.2	19.0	26.3	17.5	18.2
Carol Burnett Show . .	9 - 10	16.2	35.2	31.7	19.4	19.5	42.0	22.2	14.1	19.9	45.4	22.1	11.7
Most Wanted.	9 - 10	19.4	26.5	9.7	8.2	15.1	21.6	5.6	8.5	8.7	19.0	7.9	9.0

See footnotes at the bottom of the first page of the table.

Fourteen programs were less popular with fathers who reported one or more years of college education:

"World of Disney"
"Delvecchio"
"Baa Baa Black Sheep"
"Happy Days"
"Laverne and Shirley"
"Police Woman"
"Rich Man, Poor Man II"
"Donnie and Marie"
"Lawrence Welk"
"Serpico"
"Hee Haw"
"Emergency"
"Holmes and Yoyo"
"Starsky and Hutch"

The attitudes of the children paralleled those of their fathers in every case except "Baa Baa Black Sheep," "Happy Days," and "Holmes and Yoyo."

Despite the lack of a "trend," two other programs reflected the effects of the fathers' level of formal schooling. "Kojak" and "The Jeffersons" were more popular with fathers who had not graduated from high school, and the children's attitudes were parallel.

Effects of the mother's formal schooling. In Table 65, it will be seen that the mother's level of formal schooling appeared to affect the attitudes toward a large number of programs.

The higher the educational level of the mothers, the more popular were "60 Minutes," "The Muppets," "MASH," "Mary Tyler Moore Show," and the "Bob Newhart Show." The children's attitudes paralleled those of their mothers.

The *lower* the educational level, the more popular were twenty-six programs:

"Six Million Dollar Man"
"Sonny and Cher"
"Kojak"
"Adam 12"
"Captain and Tennille"
"Police Woman"
"Rich Man, Poor Man II"
"Family"
"Police Story"
"The Jeffersons"
"Good Times"
"The Quest"
"Gemini Man"
"Nancy Walker Show"
"Barnaby Jones"
"Streets of San Francisco"
"Donnie and Marie"
"Sanford and Son"
"Chico and the Man"
"Rockford Files"
"Dolly"
"Hee Haw"
"Emergency"
"Holmes and Yoyo"
"Starsky and Hutch"
"Most Wanted"

The children's attitudes paralleled those of their mothers in all cases except "Rockford Files."

Three other groups of programs reflected the effects of the mother's schooling.

1. More popular with those who had not graduated from high school were: "Bill Cosby," "Sybil," "Delvecchio," "Maude," "Baa Baa Black Sheep,"

Table 65

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS IN THE EVENINGS, 6:00-10:00 P.M.*

- By Mothers' Highest Level of Formal Schooling** -

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Sunday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Bill Cosby Show. . . .	6 - 7	23.4%	45.9%	20.3%	6.5%	17.4%	40.9%	19.8%	6.2%	15.6%	39.7%	17.6%	6.6%
60 Minutes	6 - 7	22.0	1.8	11.5	42.6	31.6	1.8	4.7	46.6	41.9	4.2	4.0	42.7
World of Disney. . . .	6 - 7	57.6	38.9	0.4	1.8	63.0	35.5	0.4	2.9	56.8	28.5	1.0	2.9
Six Million Dollar Man	7 - 8	32.2	63.4	13.7	4.5	17.9	55.0	21.1	6.4	14.0	48.8	22.6	6.4
Sonny & Cher Show. . .	7 - 8	12.5	20.1	46.1	28.6	8.0	18.0	50.2	30.9	5.8	11.1	51.0	37.6
Sybil (The Big Event).	7 - 10	19.1	29.5	16.2	10.0	16.2	25.9	12.8	12.2	15.8	23.8	12.1	13.3
Kojak.	8 - 9	25.7	14.7	23.9	35.1	15.1	11.8	31.5	39.8	12.4	11.5	35.5	37.1
Delvecchio	9 - 10	8.7	12.2	12.3	15.4	5.6	7.4	14.9	16.1	4.4	6.3	15.7	15.6
Monday Programs:													
Local TV news.	6-630	50.3	5.4	1.8	33.3	49.7	4.0	1.1	35.2	51.9	4.5	0.7	30.4
To Tell the Truth. . .	6-630	32.2	17.7	14.0	15.9	29.3	15.6	10.4	18.2	27.2	14.6	11.0	16.2
Adam 12.	630-7	26.5	30.2	15.5	19.2	11.3	20.7	22.2	23.9	7.2	12.9	28.7	28.7
Partridge Family . . .	630-7	28.0	64.3	18.2	5.2	27.8	58.0	14.0	5.6	21.8	50.1	15.4	8.3
Wild Kingdom	630-7	43.0	25.5	8.0	24.2	43.1	21.5	6.1	28.3	41.4	17.8	5.2	26.4
Captain & Tennille . .	7 - 8	30.4	76.0	22.4	4.7	27.4	69.8	13.0	4.2	21.4	61.5	14.7	6.4
Little House on Prairie	7 - 8	55.8	43.0	5.1	12.3	55.5	39.3	4.5	15.7	49.4	34.7	5.4	17.9
Rhoda.	7-730	12.9	25.1	35.7	22.6	13.0	24.0	29.6	20.8	11.1	24.4	33.1	20.4
Phyllis.	730-8	8.2	20.3	36.2	27.3	7.8	18.2	32.4	26.7	8.1	17.5	30.8	27.0
Maude.	8-830	19.2	26.2	39.5	20.3	12.8	21.6	43.1	26.9	10.1	20.8	45.9	30.7
Monday Nite Football .	8 - 11	16.2	38.8	50.0	36.5	21.1	37.1	37.3	32.6	19.7	38.7	32.1	26.9
All's Fair	830-9	7.2	25.6	16.0	13.3	4.8	19.6	14.1	10.6	2.9	18.8	12.1	10.9
Executive Suite. . . .	9 - 10	9.4	8.1	14.2	15.6	5.4	6.0	13.2	11.1	3.0	5.1	11.1	10.6

---

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

** The three levels are distinct and do not overlap.

Table 65 (cont'd)

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Tuesday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Local TV news.	6-630	50.4%	5.4%	1.5%	34.5%	48.2%	3.6%	1.4%	34.6%	51.2%	4.3%	0.7%	29.7%
To Tell the Truth. . .	6-630	29.7	20.4	14.7	16.6	29.8	16.7	10.5	17.1	27.1	16.3	11.3	17.5
Adam 12.	630-7	25.1	30.2	16.7	18.7	11.8	19.5	21.1	24.9	7.2	13.2	27.8	29.9
Partridge Family . . .	630-7	27.7	62.2	17.4	3.9	27.2	57.3	12.8	5.8	21.6	48.9	14.3	8.0
The Muppets.	630-7	14.7	23.1	6.7	10.4	18.1	23.7	3.8	10.3	20.7	25.0	4.1	9.5
Baa Baa Black Sheep. .	7 - 8	11.8	29.9	11.8	17.6	7.9	26.8	7.6	14.4	8.7	30.6	8.4	12.3
Happy Days	7-730	56.1	88.5	5.3	1.1	55.6	87.1	5.1	0.8	47.9	83.6	6.6	1.2
Laverne & Shirley. . .	730-8	35.3	73.6	19.2	3.9	32.2	67.3	19.0	4.9	23.8	65.0	20.6	6.6
MASH	8-830	20.3	38.4	31.3	16.1	23.7	48.3	27.1	13.5	28.0	52.2	22.5	9.8
Police Woman	8 - 9	32.1	37.3	17.0	15.6	16.9	25.6	24.7	22.1	14.4	20.5	33.4	23.2
Rich Man, Poor Man II.	8 - 9	27.9	34.1	24.6	25.0	23.4	26.2	20.9	22.4	14.5	18.6	23.2	23.8
One Day at a Time. . .	830-9	12.1	39.9	16.3	10.4	14.0	44.9	19.1	11.7	14.3	42.4	18.4	11.6
Family	9 - 10	38.9	49.4	13.6	11.3	32.0	40.8	13.5	13.2	22.1	34.3	15.7	13.9
Police Story	9 - 10	24.6	28.5	12.3	17.3	11.2	16.0	19.1	23.6	8.2	12.5	26.8	22.8
Switch	9 - 10	17.9	29.8	12.6	15.5	14.2	25.7	15.1	12.1	13.6	27.3	15.4	12.9
Wednesday Programs:													
Local TV news.	6-630	50.8	5.4	1.6	35.8	48.2	4.3	1.1	32.1	51.9	4.7	0.7	28.9
To Tell the Truth. . .	6-630	30.4	20.9	14.9	16.2	30.7	17.6	10.2	17.0	27.4	16.7	11.2	16.0
Adam 12.	630-7	25.3	33.1	15.1	18.8	11.7	21.2	21.3	24.7	6.2	14.0	29.3	28.6
Partridge Family . . .	630-7	28.7	62.0	17.1	4.9	27.5	56.7	12.8	6.0	21.6	48.4	13.9	7.8
The Jeffersons	630-7	25.0	36.7	14.4	11.1	16.6	26.3	17.6	13.0	12.7	21.3	20.5	17.4
Good Times	7-730	35.8	58.9	11.9	4.5	21.8	45.5	14.0	8.7	15.2	36.5	16.8	10.2
Hollywood Squares. . .	7-730	18.5	6.6	26.3	50.7	19.6	5.3	20.8	50.5	13.2	4.3	23.0	51.1
Ball Four.	730-8	2.4	15.8	12.2	10.9	1.9	16.5	7.0	8.6	1.8	12.1	8.8	10.0
All in the Family. . .	8-830	31.0	49.0	21.3	11.3	27.3	44.0	23.7	11.0	24.5	45.3	24.7	11.6
Alice.	830-9	9.6	25.7	16.3	13.2	8.7	25.6	10.8	11.4	7.8	23.2	13.4	12.6
The Blue Knight. . . .	9 - 10	15.7	19.3	10.9	18.4	8.4	11.0	12.6	17.7	7.3	9.8	13.9	17.8
The Quest.	9 - 10	18.0	29.0	7.8	10.2	12.8	23.1	4.8	8.1	7.4	19.0	4.8	9.6

See footnotes at the bottom of the first page of the table.

Table 65 (cont'd)

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Thursday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Local TV news.	6-630	50.0%	5.7%	1.6%	33.1%	48.4%	4.6%	1.2%	33.7%	51.0%	5.3%	0.8%	28.9%
To Tell the Truth. . .	6-630	30.8	18.8	14.4	15.6	29.6	16.7	10.3	17.4	27.1	15.8	11.2	16.8
Adam 12.	630-7	25.1	32.0	15.8	18.2	10.9	20.9	21.2	25.0	6.8	13.7	27.9	29.3
Partridge Family . . .	630-7	27.9	62.8	16.2	4.3	26.9	56.5	13.4	5.9	21.2	49.0	13.8	7.5
This Week: Looking In.	630-7	1.6	1.8	4.4	16.7	0.5	1.0	0.6	12.0	1.2	0.6	1.0	11.2
Gemini Man	7 - 8	16.2	49.4	10.9	4.8	5.5	36.3	9.2	4.6	2.9	34.7	9.9	3.9
Welcome Back, Kotter .	7-730	36.4	81.7	21.5	1.4	30.8	77.2	18.1	1.7	34.5	75.3	18.1	2.8
Barney Miller.	730-8	22.9	36.6	24.9	18.2	20.1	29.0	24.1	20.5	20.7	30.6	21.3	18.1
Hawaii Five-O. . . .	8 - 9	24.6	30.3	16.6	20.7	14.0	20.1	25.2	26.5	11.3	22.6	30.1	23.8
Tony Randall Show. . .	8-830	12.0	25.5	23.6	17.2	12.0	23.0	15.2	15.2	12.2	22.2	12.5	15.7
Nancy Walker Show. . .	830-9	13.8	30.6	23.6	17.9	11.9	27.0	17.4	16.2	9.1	24.1	17.3	16.0
Barnaby Jones.	9 - 10	27.8	24.5	11.4	23.8	19.3	15.7	14.9	28.0	14.3	13.9	18.2	25.0
Dick Van Dyke & Co.. .	9 - 10	16.0	38.7	21.1	11.6	20.8	39.3	11.1	10.3	21.9	39.3	9.9	6.4
Streets San Francisco.	9 - 10	35.8	33.0	10.0	19.6	25.8	22.9	14.7	24.7	19.1	17.2	18.5	23.1
Friday Programs:													
Local TV news.	6-630	51.1	5.8	1.1	32.9	48.5	4.4	1.2	32.2	51.2	5.3	0.8	27.8
To Tell the Truth. . .	6-630	30.8	19.8	14.4	15.9	29.5	17.8	10.4	16.9	26.9	17.0	11.4	15.5
Adam 12.	630-7	25.6	31.9	15.1	18.6	11.3	20.8	20.8	24.6	6.8	13.6	28.1	27.9
Andy Williams.	630-7	11.3	9.2	15.7	16.7	15.1	7.5	7.7	14.2	15.3	5.8	8.7	16.5
Partridge Family . . .	630-7	27.2	62.1	17.9	3.9	27.1	56.2	12.9	6.2	21.4	49.1	14.1	8.2
Donnie & Marie	7 - 8	41.6	63.3	15.7	9.9	38.2	59.3	11.8	10.1	28.0	50.7	15.0	13.7
Lawrence Welk.	7 - 8	14.7	5.0	41.2	49.3	20.6	3.6	29.3	58.0	15.1	2.8	35.1	59.3
Sanford and Son. . . .	7-730	35.8	54.1	18.4	10.6	17.9	37.9	26.1	13.2	13.7	34.2	28.9	13.3
Chico and the Man. . .	730-8	21.8	47.7	24.5	9.1	11.3	33.8	27.6	13.5	8.8	29.7	29.8	17.5
Rockford Files	8 - 9	28.0	32.1	11.8	14.5	22.7	32.9	13.5	15.2	16.9	32.6	17.7	13.9
Serpico.	9 - 10	10.0	19.6	11.6	12.9	6.1	13.3	13.7	11.0	5.4	11.8	20.7	10.8

See footnotes at the bottom of the first page of the table.

Table 65 (cont'd)

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't like"		"A Favorite"		"Don't like"		"A Favorite"		"Don't like"	
Saturday Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Local TV news.	6-630	50.6%	5.5%	1.6%	34.2%	48.1%	4.0%	1.2%	32.2%	50.5%	4.6%	0.9%	29.4%
Hollywood Squares. . .	6-630	17.7	6.9	26.9	52.2	20.0	4.7	20.2	48.4	14.3	3.9	22.6	50.3
Dolly.	630-7	17.7	14.1	19.0	33.9	12.9	8.0	13.5	31.8	3.0	4.1	19.4	32.1
Hee Haw.	630-730	28.6	20.8	25.0	42.0	23.0	12.7	26.8	43.0	10.0	8.3	45.0	55.7
Emergency.	7 - 8	49.2	56.9	5.1	6.2	38.9	45.9	6.6	7.8	29.5	38.6	10.9	9.5
Holmes & Yoyo.	7-730	24.0	67.5	18.2	4.6	16.8	62.6	13.7	4.7	13.3	60.0	14.8	6.0
Doc.	730-8	7.0	16.1	12.9	18.0	5.3	13.9	9.4	16.0	4.7	10.8	10.8	16.9
Mr. T. & Tina.	730-8	9.8	47.5	27.2	9.1	4.7	39.8	21.7	12.0	3.9	33.6	23.5	17.2
Mary Tyler Moore Show.	8-830	14.1	24.9	33.2	23.8	20.2	24.2	21.6	19.3	29.3	29.4	17.2	18.6
Starsky & Hutch. . . .	8 - 9	57.5	84.2	7.6	1.8	38.7	80.3	13.8	3.1	24.1	73.3	22.5	4.1
Bob Newhart Show . . .	830-9	13.1	20.0	31.1	21.1	19.8	21.6	21.4	19.2	25.7	28.0	16.1	18.9
Carol Burnett Show . .	9 - 10	31.5	40.1	21.2	17.3	31.3	40.8	16.7	14.8	33.6	47.5	14.3	11.2
Most Wanted.	9 - 10	20.0	31.7	6.1	10.8	9.4	21.1	5.6	8.7	5.5	16.6	7.5	10.5

"Switch," "All in the Family," "The Blue Knight," "Hawaii Five-O," "Serpico," and "Mr. T. and Tina." Children's attitudes paralleled those of their mothers in every case.

2. Less popular with those who had not graduated from high school were "Monday Nite Football," "Dick Van Dyke and Co.," and "Andy Williams." In these three instances there were no parallels in the children's attitudes, the latter reflecting no important effects of the mothers' schooling.

3. Less popular with the mothers who had one or more years of college were "Partridge Family," "Little House on the Prairie," "Happy Days," "Laverne and Shirley," and "Hollywood Squares." Children's attitudes paralleled those of their mothers in every case.

Attitudes of Parents and Children Toward Saturday Morning Television Programs

Saturday morning television traditionally has been considered the "exclusive province" of children. Most of the programs are beamed primarily toward children who probably have more control over program selection on Saturday morning that at any other time of the broadcast week, although no empirical studies have been uncovered that support that assertion. As it will be seen, however, some parents apparently do view and have attitudes toward Saturday morning programs.

On their questionnaires, parents were asked to report their attitudes toward twenty-four specific programs broadcast from 7:00 A.M. to noon. The list of programs and the attitudinal choices were identical to those provided to the children. The instructions at the beginning of Section II of the questionnaire requested the parents to report how *they* "feel" about each program, the choices being: "It's one of my favorites"; "It's all right ('so-so')"; "I don't like it"; or "I have never seen it."

The tables presented in this chapter do not show the percentages of respondents who had "never seen" a given program. As might be expected, a much greater percentage of children than parents were familiar with the Saturday morning programs. For the twenty-four programs, an average was computed of the percentages who reported they had "never seen" each. For the four groups--fathers, mothers, boys and girls--the average percentages reporting unfamiliarity were 67.1%, 60.1%, 22.6% and 29.1, respectively. In short, mothers and boys proportionately were more familiar than fathers and girls with the Saturday morning line-up.

The program with which the fathers and mothers were most familiar was "Bugs Bunny/Road Runner"; the percentages reporting they had "never seen it" were 35.9% and 29.8%, respectively; the least familiar program with the parents was "Clue Club"; the percentages of fathers and mothers reporting they had never seen it were 86.9 and 84.5%, respectively.

The program with which both boys and girls were most familiar was "The Pink Panther"; the percentages who had never seen it were only 5.8% and 7.0%, respectively. The programs least familiar to boys and girls were "Muggsy" (43.9%) and "Ark II" (60.5%).

The disparity between parents' and children's familiarity with the programs does rather strongly demonstrate that Saturday morning is the period for children's programs and children's viewing.

Nevertheless, for the twenty-four programs the average percentages of fathers and mothers who expressed attitudes were approximately 33% and 40%, respectively.

From the selection of choices on an impersonal self-administered questionnaire, it is impossible to determine if the attitudes expressed by the parents represent their own personal preferences, or if they reflected what the parents consider "good" or "bad" for their children. In either case, the parents' attitudes may form the basis of guidance provided to their children. The amount of guidance that is provided will be analyzed in the next chapter.

In Tables 66 and 67, the ten "most favored" and the ten "most disliked" Saturday morning programs are listed for the parents and children, respectively.

Effects of the respondents' sex upon attitudes

Fathers' and mothers' attitudes. In Table 66, a fairly high degree of correspondence was observed in the parents' reports. For both parents, the "favorite" and "disliked" lists included the same ten programs. However, the attitudes and the "rankings" of the programs varied slightly among fathers and mothers.

Both parents appeared to have a greater preference for animated cartoons than for children's dramas. Seven of the top ten favorites were cartoons. The three programs most disliked by parents were "children's live-action" dramas.

Both parents also expressed a strong preference for the sole news program among the twenty-four listings, "In the News." The latter ranked first and third among the mothers' and fathers' preferences, respectively. As will be seen in Table 67, however, that enthusiasm for news was not shared by their children.

A similar disparity between parents and children was observed in the case of "School House Rock," an informational/educational type of program which appeared in the "top ten" of the parents' favorites, but which was relegated to the list of programs most disliked by the children.

Boys' and girls' attitudes. Table 67 reveals a fair degree of consensus among boys and girls in their choice of favorite programs. Nine programs appeared in the list of the "top ten" favorites of both boys and girls. Cartoons appeared to be more preferred by boys than girls. The top three

Table 66

PARENTS' MOST "FAVORED" AND "DISLIKED" PROGRAMS ON SATURDAY MORNING

	Percentage of:		Ranked by:			Time	Net/
Most Favored Programs:	Fathers	Mothers	Fathers	Mothers	Type#	B'cast	St'n
Bugs Bunny/Road Runner	31.0%	30.8%	1	2	CTN	7:30	CBS
Pink Panther	20.8	23.4	2	3	CTN	7:30	NBC
In the News	20.7	31.5	3	1	NEW	*	CBS
Sylvester & Tweety	19.1	22.3	4	5	CTN	7:00	CBS
Woody Woodpecker Show	15.9	17.5	5	6	CTN	7:00	NBC
Fat Albert & Cosby Kids	14.1	23.2	6	4	CTN	11:00	CBS
Tom & Jerry/Grape Ape	11.6	13.3	7	8	CTN	7:00	ABC
Jr. Almost Anything Goes	7.4	15.6	8	7	GAM	11:00	ABC
Scooby Doo/Dynomutt	6.5	10.5	9	10	CTN	8:30	ABC
School House Rock	5.4	12.9	10	9	I/E	**	ABC
Most Disliked Programs:							
Shazam/Isis Hour	13.8	15.0	1	2	CDR	9:00	CBS
Land of the Lost	12.3	16.5	2	1	CDR	10:00	NBC
Monster Squad	10.4	10.5	3	3	CDR	9:30	NBC
Scooby Doo/Dynomutt	9.0	8.9	4	4	CTN	8:30	ABC
Fat Albert & Cosby Kids	8.5	6.6	5	8	CTN	11:00	CBS
Kroffts Super Show	7.5	8.6	6	5	VAR	9:30	ABC
McDuff, the Talking Dog	6.3	6.5	7	9	CTN	9:00	NBC
Jabberjaw	5.9	6.3	8	10	CTN	8:00	ABC
Pink Panther	5.9	7.9	8	6	CTN	7:30	NBC
Tarzan, Lord of the Jungle	5.8	7.1	10	7	CTN	8:30	CBS

* Broadcast at 7:25, 7:55, 8:25, 8:55, 9:55, 10:25, 11:25, and 11:55.

** Broadcast at 7:55, 8:25, 9:25, 10:55, and 11:25.

# - Type

CDR = "Children's action" drama
CTN = "Animated cartoon"
I/E = Information and Education
GAM = "Games" program
NEW = News & current events
VAR = "Children's variety" show

Table 67

CHILDREN'S MOST "FAVORED" AND "DISLIKED" PROGRAMS ON SATURDAY MORNING

	Percentage of:		Ranked by			Time	Net/
Ten Most Favored Programs:	Boys	Girls	Boys	Girls	Type#	B/cast	St'n
Bugs Bunny/Road Runner. .	61.0%	40.5%	1	6	CTN	7:30	CBS
Scooby/Doo/Dynomutt . . .	55.9	48.5	2	3	CTN	8:30	ABC
Pink Panther.	55.8	43.7	2	3	CTN	7:30	NBC
Jr. Almost Anything Goes.	47.6	50.3	4	2	GAM	11:00	ABC
Fat Albert & Cosby Kids .	45.5	35.1	5	8	CTN	11:00	CBS
Kroffts Super Show. . . .	44.1	52.3	6	1	VAR	9:30	ABC
Sylvester & Tweety. . . .	42.6	41.2	7	5	CTN	7:00	CBS
Tom & Jerry/Grape Ape . .	42.6	33.6	7	10	CTN	7:00	ABC
Jabberjaw	42.2	35.3	9	7	CTN	8:00	ABC
Tarzan, Lord of the Jungle	40.9	*	10	*	CTN	8:30	CBS
Land of the Lost.	*	35.0	*	9	CDR	10:00	NBC

Ten Most Disliked Programs:							
Shazam/Isis Hour.	40.1	22.9	1	2	CDR	9:00	CBS
In the News	30.0	40.9	2	1	NEW	**	CBS
School House Rock	23.2	13.1	3	6	I/E	***	ABC
Land of the Lost.	21.2	19.4	4	3	CDR	10:00	NBC
Kroffts Super Show. . . .	16.3	13.1	5	6	VAR	9:30	ABC
Muggsy.	15.6	*	6	*	CDR	11:30	NBC
Kids from C.A.P.E.R.. . .	15.3	*	7	*	CDR	11:00	NBC
McDuff, the Talking Dog .	14.1	*	8	*	CTN	9:00	NBC
Big John, Little John . .	12.8	*	9	*	CDR	10:30	NBC
Monster Squad	12.3	*	10	*	CDR	9:30	NBC
Way Out Games	12.3	*	10	*	GAM	11:30	CBS
Fat Albert & Cosby Kids .	*	14.3	*	4	CTN	11:00	CBS
Tarzan, Lord of the Jungle	*	13.4	*	5	CTN	8:30	CBS
Pink Panther.	*	12.6	*	8	CTN	7:30	NBC
Ark II.	*	11.5	*	9	CDR	10:00	CBS
Bugs Bunny/Road Runner. .	*	10.2	*	10	CTN	7:30	CBS

*Not ranked in the "top ten."

**Broadcast at 7:25, 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

***Broadcast at 7:55, 8:25, 9:25, 10:55, and 11:25.

# - Type

CDR = "Children's action" drama
CTN = "Animated cartoon"
I/E = Information & Education
GAM = "Games" program
NEW - News and current events
VAR = "Children's variety" show

favorites of boys were animated cartoons. The top two favorites of the girls, on the other hand, were "Kroffts Super Show" (a variety show) and "Jr. Almost Anything Goes" (a "games" show).

There was considerable disparity between the boys and girls in their respective lists of disliked programs. Only five programs appeared on the lists of both.

The children appeared to parallel their parents' attitudes toward "Shazam/Isis Hour," a children's action-drama. Among fathers and boys, it was the most disliked program. Among mothers and daughters, it was the second most disliked program.

As noted earlier, "In the News" did not appeal equally to both parents and children. That program was ranked first and second in the "disliked lists" of girls and boys, respectively. This finding is consistent with the attitudes expressed by both parents and children toward "Local TV News" broadcast in the evenings. Apparently, news programs do not have high appeal to children at any time of the broadcast week, at least to children of the ages covered by the survey.

On balance, it appeared that children's live-action dramas were less popular than animated cartoons among both boys and girls. Only one live-action drama, "Land of the Lost," appeared in the lists of the "top ten" favorites, occupying ninth place on the girls' list. In contrast, seven live-action dramas appeared collectively in the boys' and girls' lists of the most disliked programs.

Table 68 reports the attitudes of parents and children toward each of the twenty-four programs listed on the questionnaire, including the percentages who neither liked nor disliked each, but instead reported it as "all right ('so-so')."

Differences attributable to variables other than sex

In seven successive tables, attitudes of parents and their children will be analyzed on the basis of several variables--grade level of the child, race, place of residence (urban/rural), and age and formal schooling of the parents. As was the practice in the earlier discussion of attitudes toward evening television programs, only "highlights" and significant differences will be noted. The reader is invited to examine those tables more closely, depending on his or her curiosity about the relative or comparative popularity of specific programs.

Effects of the grade level of the student. The data in Table 69 indicates that the grade level of the student is an important variable. For twenty-three of the twenty-four programs, the percentage of parents reporting each as a favorite was lower among those with children in junior high school than among those with children in the grade schools. The one exception was "Scooby Doo/Dynomutt" which was preferred more by parents of junior high school students.

Table 68

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Sex of Parents and Children -

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
	Time	Parents		Children		Parents		Children		Parents		Children	
Programs:	B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Sylvester & Tweety. . .	7-725	17.5%	22.3%	42.6%	41.2%	32.1%	35.0%	32.7%	33.6%	2.9%	2.6%	5.7%	4.7%
Tom & Jerry/Grape Ape .	7-755	11.6	13.3	42.6	33.6	27.9	30.1	35.5	40.1	4.3	4.3	8.6	7.8
Woody Woodpecker Show .	7-730	15.9	17.5	36.2	26.0	31.6	35.3	30.2	31.9	3.5	3.2	7.9	8.1
In the News[2].	725-730	20.7	31.5	17.3	9.0	25.7	25.2	39.8	34.4	2.5	2.4	30.0	40.9
Bugs Bunny/Road Runner.	730-825	31.0	30.8	61.0	40.5	31.0	36.7	28.2	39.3	2.1	2.7	4.5	10.2
Mumbly Show	730-755	2.3	2.6	30.7	21.1	8.5	10.4	18.3	15.5	3.8	3.7	9.8	7.2
The Pink Panther. . . .	730-9	20.8	23.4	55.8	43.7	31.8	36.4	31.4	36.7	5.9	7.9	7.0	12.6
School House Rock[3]. . .	755-8	5.4	12.9	19.7	21.9	12.1	14.4	27.5	32.7	4.0	3.0	23.2	13.1
Jabberjaw	8-825	3.3	4.1	42.2	35.3	12.6	16.7	25.6	25.6	5.9	6.3	10.9	9.0
Scooby Doo/Dynomutt . .	830-925	6.5	10.5	55.9	48.5	25.3	35.6	28.5	33.8	9.0	8.9	6.6	6.9
Tarzan, Lord of Jungle.	830-855	4.0	5.7	40.9	21.9	18.2	19.7	22.1	23.5	5.8	7.1	10.7	13.4
McDuff, the Talking Dog	9-930	3.2	5.1	27.3	31.4	12.8	17.0	24.1	23.7	6.3	6.5	14.1	7.0
Shazam/Isis Hour. . . .	9-955	5.3	9.8	18.3	27.0	24.6	32.0	30.4	41.8	13.8	15.0	40.1	22.9
The Kroffts Super Show.	930-1055	3.0	4.5	44.1	52.3	11.1	15.2	24.5	21.0	7.5	8.6	16.3	8.8
The Monster Squad . . .	930-10	2.7	3.6	37.0	21.2	14.2	14.9	24.2	22.0	10.4	10.5	12.3	13.1
Ark II.	10-1025	1.8	2.8	27.1	12.6	11.0	9.9	23.3	15.4	4.3	4.9	12.1	11.5
Land of the Lost. . . .	10-1030	5.1	7.1	33.9	35.0	24.3	31.8	35.5	37.1	12.3	16.5	21.2	19.4
Big John, Little John .	1030-11	2.4	5.6	27.4	32.8	12.0	15.1	25.3	22.3	5.0	4.4	12.8	6.8
Clue Club	1030-1055	1.6	1.9	33.1	20.8	7.6	10.2	22.9	19.2	3.9	3.4	10.4	7.5
Fat Albert & Cosby Kids	11-1125	14.1	23.2	45.5	35.1	33.9	39.2	35.9	43.2	8.5	6.6	11.9	14.3
Jr. Almost Anything Goes	11-1125	7.4	15.6	47.6	50.3	19.3	26.4	30.8	30.1	5.2	5.3	9.2	5.9
Kids from C.A.P.E.R . .	11-1130	1.4	2.6	26.1	27.5	8.8	11.7	17.9	20.7	4.6	5.5	15.3	7.1
Muggsy.	1130-12	2.0	3.6	19.8	27.4	9.7	12.4	20.7	19.6	4.0	3.7	15.6	9.2
Way Out Games	1130-1155	3.6	6.4	33.4	24.7	11.6	12.5	27.5	22.4	4.2	3.8	12.3	6.9

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute programs broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 69

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Grade Level of Children -

		4th through the 6th grades						7th through the 9th grades					
		"A Favorite"		"All Right"		"Don't Like"		"A Favorite"		"All Right"		"Don't Like"	
Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Sylvester & Tweety. . . .	7-725	23.8%	54.4%	37.4%	26.4%	2.4%	4.3%	17.5%	28.2%	59.8%	40.7%	3.2%	6.1%
Tom & Jerry/Grape Ape . .	7-755	15.6	54.8	33.4	33.1	4.4	6.0	10.5	19.7	24.6	42.9	4.5	10.5
Woody Woodpecker Show . .	7-730	20.3	42.7	37.3	27.3	3.1	6.2	14.2	19.1	29.9	35.2	3.9	9.8
In the News[2].	725-730	31.9	13.3	28.0	33.7	2.7	38.8	21.5	12.6	22.8	40.5	2.5	32.2
Bugs Bunny/Road Runner. .	730-825	35.9	62.3	36.9	28.3	2.2	5.5	27.1	37.3	31.2	40.1	2.8	9.6
Mumbly Show	730-755	3.7	39.5	11.8	17.2	3.7	7.3	1.7	10.9	7.0	16.3	3.9	9.8
The Pink Panther.	730-9	26.2	55.4	38.9	32.0	7.0	8.6	19.0	42.9	29.5	36.9	7.2	11.4
School House Rock[3]. . . .	755-8	12.8	26.9	15.5	27.3	3.2	15.1	6.7	14.3	11.6	33.3	3.9	21.3
Jabberjaw	8-825	5.9	58.2	18.5	22.2	6.9	7.0	2.4	17.2	11.3	29.3	5.6	13.2
Scooby Doo/Dynomutt . . .	830-925	12.1	68.2	37.2	23.1	9.3	4.4	6.5	34.5	24.5	39.9	8.5	9.4
Tarzan, Lord of Jungle. .	830-855	7.0	43.6	22.1	21.1	7.6	12.2	3.7	17.4	15.8	24.6	6.1	12.1
McDuff, the Talking Dog .	9-930	6.4	40.8	18.3	22.8	6.8	7.9	2.6	17.0	12.0	25.0	6.3	13.2
Shazam/Isis Hour.	9-955	10.8	30.2	34.5	34.8	16.2	27.7	5.5	14.9	22.4	37.9	13.2	35.0
The Kroffts Super Show. .	930-1055	6.0	65.8	16.6	16.7	9.1	7.7	2.7	29.3	10.0	29.3	7.4	17.4
The Monster Squad	930-10	4.8	39.8	17.3	20.2	11.2	10.6	2.2	16.8	12.0	26.3	9.7	15.2
Ark II.	10-1025	3.2	25.5	12.6	17.4	4.9	10.5	1.8	13.1	8.3	21.3	4.7	13.3
Land of the Lost.	10-1030	8.8	44.6	34.3	34.8	15.7	15.5	4.4	23.3	22.3	38.0	13.7	25.5
Big John, Little John . .	1030-11	6.0	38.2	16.5	20.4	4.9	7.8	3.1	21.5	10.9	27.5	4.7	11.7
Clue Club	1030-1055	3.1	39.0	11.4	21.6	3.9	7.0	1.3	13.3	6.7	20.3	3.7	10.5
Fat Albert & Cosby Kids .	11-1125	24.7	48.5	40.6	35.9	6.5	10.4	15.2	31.0	32.7	43.7	8.4	16.2
Jr. Almost Anything Goes .	11-1125	15.0	59.9	26.9	25.5	4.9	6.0	9.5	37.0	19.8	35.8	5.8	9.1
Kids from C.A.P.E.R.. . .	11-1130	3.1	34.4	12.8	17.6	5.9	9.0	1.5	18.6	8.2	21.2	4.5	13.4
Muggsy.	1130-12	4.3	31.6	13.5	18.4	3.9	10.5	1.9	15.4	8.8	21.9	4.0	14.0
Way Out Games	1130-1155	7.1	37.4	14.6	21.9	4.1	7.8	3.8	19.7	9.6	27.9	4.1	11.4

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Effects of race. Table 70 reveals that all twenty-four programs are much more popular with Black parents and children than with their White counterparts. The program reported as a favorite by the highest percentage of Black parents was "Fat Albert & the Cosby Kids." The latter was a close second to "Scooby Doo/Dynomutt" in popularity among Black children.

As might be expected, all programs were more popular with the children of both races than with their parents, with one exception. The percentage of parents of both races reporting "In the News" as a favorite was approximately twice as high as the percentage of their children.

Effects of place of residence. As Table 71 indicates, Saturday morning programs were more popular with parents living in Wichita than with those living in towns or in the country/farm areas of Sedgwick County. One exception to that generalization occurred in the case of "Bugs Bunny/Road Runner," the preferences for which did not differ significantly among the parents in the three residence categories.

The same pattern generally was true for the children, most programs enjoying higher popularity among Wichita residents. The differences based on place of residence, however, were not always great.

Since the vast majority of Blacks live in Wichita, and in light of the substantially greater popularity of Saturday morning programs among Blacks, the apparent greater preference for Saturday morning programs among Wichita parents and children may reflect a racial variable more than a residence variable.

Effects of the age of the fathers. Table 72 reveals a number of trends in the program preferences which may be attributable to the effects of age of the father. The younger the father, the more popular were fifteen of the twenty-four programs. The most dramatic trend occurred in the case of "In the News," for which the percentages reporting it as a favorite were 30.0%, 18.9%, and 9.2% of fathers "under 35," "35 to 49," and "50 or more," respectively. With respect to the other trends observed, however, the differences among the three age groups were not great and frequently were not statistically significant.

Among children the differences were more pronounced with definite trends appearing in the preferences for fourteen of the twenty-four programs. The younger the fathers, the greater were the percentages of their children reporting each as a favorite. In the absence of trends, in most instances the preferences were greater among children whose fathers were under thirty-five years of age.

On balance, it would appear that Saturday morning television programs are more popular with younger fathers and their children.

Effects of the age of the mothers. The effects of the age of the mothers were not as great as those noted with respect to the fathers. Only four significant trends were observed--the younger the mothers, the greater were their preferences for "Bugs Bunny/Road Runner," "The Pink Panther,"

Table 70

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Race of Parents and Children -

		"1 of my favorites"				"All right/so-so"				"I don't like it"			
		White		Black		White		Black		White		Black	
Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Sylvester & Tweety.	7-725	19.5%	40.2%	32.2%	56.6%	33.8%	34.1%	34.8%	23.7%	2.7%	5.5%	4.4%	4.6%
Tom & Jerry/Grape Ape . . .	7-755	11.8	34.8	28.2	68.8	28.7	39.2	31.5	22.7	4.3	8.8	4.8	4.0
Woody Woodpecker Show . . .	7-730	16.0	28.6	29.9	47.7	33.9	31.8	32.5	24.7	3.1	8.3	7.4	8.0
In the News[2].	725-730	25.7	12.1	43.2	22.0	24.9	37.4	25.1	35.8	2.3	36.2	5.5	31.8
Bugs Bunny/Road Runner. . .	730-825	30.4	48.6	43.4	66.1	34.3	35.1	36.0	21.8	2.3	7.7	2.9	9.2
Mumbly Show	730-755	2.1	23.6	9.6	47.7	8.7	17.2	17.0	12.5	3.5	8.5	4.8	7.4
The Pink Panther.	730-9	21.9	48.5	33.1	58.0	34.2	35.3	38.3	26.4	6.8	9.9	8.6	12.1
School House Rock[3].	755-8	8.7	19.4	23.6	39.7	12.5	30.7	19.6	24.1	3.5	19.1	2.2	8.0
Jabberjaw	8-825	3.4	35.9	14.1	64.6	14.1	25.7	23.7	21.1	6.0	10.9	6.7	1.1
Scooby Doo/Dynomutt	830-925	7.7	49.8	27.8	75.4	30.8	32.8	31.1	16.6	8.9	7.0	7.8	3.4
Tarzan, Lord of Jungle. . .	830-855	3.8	28.2	21.1	53.7	18.2	23.5	23.3	19.4	6.8	12.7	5.2	6.3
McDuff, the Talking Dog . .	9-930	3.7	7.7	14.1	45.9	14.3	24.4	21.5	20.3	6.1	10.8	8.1	5.8
Shazam/Isis Hour.	9-955	6.9	20.3	25.2	46.9	28.1	37.3	31.1	24.4	14.8	32.8	12.2	18.9
The Kroffts Super Show. . .	930-1055	3.3	46.3	16.5	71.0	13.0	23.6	17.6	14.2	7.8	13.0	10.7	3.4
The Monster Squad	930-10	2.5	27.3	14.4	36.4	13.7	23.0	22.3	25.4	10.4	13.5	8.6	8.5
Ark II.	10-1025	1.7	18.2	9.6	33.1	9.6	19.2	16.3	16.3	4.8	12.1	5.9	9.3
Land of the Lost.	10-1030	5.2	32.2	22.6	48.5	28.0	36.8	30.7	29.2	14.9	21.5	10.0	15.8
Big John, Little John . . .	1030-11	3.6	28.6	17.7	46.0	12.8	23.9	19.2	23.0	4.6	10.1	5.2	4.0
Clue Club	1030-1055	1.5	24.9	9.7	42.8	8.5	21.1	12.7	19.0	3.5	9.0	6.0	5.8
Fat Albert & Cosby Kids . .	11-1125	17.3	36.8	54.9	75.0	37.0	41.3	30.0	20.5	7.6	14.3	2.2	2.8
Jr. Almost Anything Goes. .	11-1125	10.5	47.4	36.5	66.9	22.5	31.8	25.5	20.6	5.4	7.4	5.9	4.6
Kids from C.A.S.P.E.R.. . .	11-1130	1.6	25.4	12.5	36.0	10.0	19.6	13.7	19.8	4.8	11.1	7.0	9.9
Muggsy.	1130-12	2.5	22.4	11.5	36.4	10.4	20.3	17.1	17.9	3.7	12.4	5.2	11.6
Way Out Games	1130-1155	4.6	28.1	18.8	37.9	11.7	25.0	14.2	22.4	3.8	9.7	6.1	7.5

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program also broadcast at 8:25, 9:25, 10:55, and 11:25.

Table 71

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Place of Residence -

		"1 of my favorites"						"I don't like it"					
		Wichita		Town		Country/Farm		Wichita		Town		Country/Farm	
Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Sylvester & Tweety.	7-725	21.4%	42.9%	18.9%	36.2%	19.9%	42.5%	2.8%	4.8%	3.3%	6.9%	2.3%	4.2%
Tom & Jerry/Grape Ape . . .	7-755	14.4	40.3	11.2	33.6	10.2	33.1	4.3	7.7	5.4	9.7	3.7	8.2
Woody Woodpecker Show . . .	7-730	17.5	31.7	16.5	28.3	17.3	29.3	3.6	8.3	4.1	8.5	2.4	5.2
In the News[2].	725-730	28.1	13.4	26.5	13.4	22.2	10.4	2.6	36.3	3.3	33.5	1.9	35.3
Bugs Bunny/Road Runner. . .	730-825	31.8	51.7	30.0	46.7	31.9	48.8	2.6	7.6	2.8	6.8	1.9	7.3
Mumbly Show	730-755	3.3	28.0	2.1	21.3	1.4	21.9	3.5	8.5	5.0	9.7	3.4	6.4
The Pink Panther.	730-9	24.5	52.2	21.7	43.0	18.5	46.0	6.9	8.8	7.3	12.2	7.5	11.0
School House Rock[3].	755-8	11.0	21.3	8.5	19.5	6.8	20.6	2.9	17.1	5.1	20.1	4.2	19.1
Jabberjaw	8-825	4.9	40.5	3.0	33.3	3.0	35.8	6.1	10.4	7.1	9.3	5.7	9.2
Scooby Doo/Dynomutt	830-925	10.4	54.0	7.2	50.2	7.2	46.1	8.4	6.8	10.5	7.0	9.1	5.9
Tarzan, Lord of Jungle. . .	830-855	6.2	31.2	3.8	30.6	3.5	30.3	6.8	12.5	8.2	11.2	5.1	10.9
McDuff, the Talking Dog . .	9-930	5.0	31.6	4.2	26.0	2.5	24.0	6.6	9.7	7.0	12.5	5.7	11.1
Shazam/Isis Hour.	9-955	9.4	24.7	5.5	19.8	6.1	19.1	14.1	30.8	16.7	36.0	14.8	30.5
The Kroffts Super Show. . .	930-1055	5.2	51.7	3.3	40.9	1.5	41.7	8.3	10.4	8.6	16.0	7.5	15.9
The Monster Squad	930-10	4.1	28.6	2.7	29.1	1.8	27.7	10.4	12.5	10.3	14.3	10.6	12.1
Ark II.	10-1025	3.0	20.2	1.8	19.3	1.4	16.4	4.7	11.3	5.9	13.0	3.9	12.2
Land of the Lost.	10-1030	7.4	36.2	6.0	31.6	4.1	29.4	13.8	19.8	18.1	19.9	13.7	22.8
Big John, Little John . . .	1030-11	5.2	30.3	4.2	33.5	2.7	25.4	4.5	9.5	6.2	10.6	3.8	9.6
Clue Club	1030-1055	2.6	28.2	2.2	23.1	0.9	23.9	3.8	8.6	3.5	10.4	3.7	7.7
Fat Albert & Cosby Kids . .	11-1125	21.4	41.6	18.0	39.1	16.6	35.3	6.7	8.6	8.6	2.0	8.6	2.5
Jr. Almost Anything Goes. .	11-1125	13.6	50.3	12.1	47.6	7.2	44.2	5.7	7.9	5.5	8.5	3.5	4.9
Kids from C.A.P.E.R.. . . .	11-1130	2.7	27.2	1.9	28.1	1.4	23.4	5.2	11.0	5.3	12.9	4.7	9.9
Muggsy.	1130-12	3.7	24.9	2.5	22.7	1.5	19.6	3.6	12.0	5.0	15.4	3.4	9.5
Way Out Games	1130-1155	5.7	29.7	5.4	28.2	4.8	25.6	4.1	9.9	5.1	11.0	2.5	6.6

---

[1] Programs are those scheduled for broadcast on Nov. 13 . Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 72

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Age of the Fathers -

Programs:	Time B'cast	Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
		Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Sylvester & Tweety. . . .	7-725	19.1%	51.1%	1.9%	5.2%	17.4%	37.0%	3.4%	5.5%	13.7%	32.4%	2.4%	5.3%
Tom & Jerry/Grape Ape . .	7-755	12.0	48.8	4.3	5.4	12.2	32.6	4.4	9.4	7.8	27.2	3.9	7.3
Woody Woodpecker Show . .	7-730	18.8	39.1	2.3	6.4	15.2	27.1	3.9	8.3	13.7	18.5	3.4	7.8
In the News[2].	725-730	30.0	15.1	1.7	38.3	18.9	12.3	2.9	33.4	9.2	10.8	2.5	32.5
Bugs Bunny/Road Runner. .	730-825	36.6	58.0	1.4	6.8	30.4	46.6	2.5	8.4	21.8	39.8	1.5	6.8
Mumbly Show	730-755	1.9	34.2	3.9	8.0	2.5	21.3	3.9	8.4	2.5	21.8	2.9	7.8
The Pink Panther.	730-9	25.0	52.2	6.2	11.3	20.2	46.7	6.0	10.2	13.7	41.7	3.9	9.7
School House Rock[3]. . . .	755-8	6.6	23.1	3.3	14.7	5.5	18.7	4.1	19.6	2.0	23.2	4.4	22.2
Jabberjaw	8-825	3.9	52.2	7.4	6.6	3.3	32.5	5.7	11.5	2.5	22.8	2.9	12.1
Scooby Doo/Dynomutt . . .	830-925	8.8	60.5	9.7	4.4	6.0	46.9	9.4	8.1	4.9	35.8	4.9	8.8
Tarzan, Lord of Jungle. .	830-855	3.3	35.9	6.2	12.7	4.2	29.2	5.7	11.7	4.4	17.6	4.9	11.2
McDuff, the Talking Dog .	9-930	3.5	36.3	6.8	10.5	3.3	24.3	6.4	11.1	2.0	21.5	3.9	10.7
Shazam/Isis Hour.	9-955	7.8	24.9	20.0	29.9	4.7	18.7	12.5	33.7	2.9	20.6	6.3	28.9
The Kroffts Super Show. .	930-1055	3.5	61.0	11.2	9.9	3.0	43.4	6.5	13.9	2.0	33.0	4.4	16.0
The Monster Squad	930-10	3.1	35.2	11.7	11.1	2.6	25.6	10.4	14.0	2.9	22.3	6.8	11.7
Ark II.	10-1025	1.4	22.5	4.7	9.6	2.2	17.7	4.1	12.4	0.5	16.7	3.9	11.8
Land of the Lost.	10-1030	6.0	40.9	16.1	16.8	4.9	29.0	11.1	22.9	4.4	27.8	10.2	23.9
Big John, Little John . .	1030-11	2.1	35.8	5.2	8.6	2.6	26.7	4.9	10.3	2.4	24.8	4.9	12.6
Clue Club	1030-1055	1.2	35.0	5.0	5.9	1.8	23.1	3.4	9.3	1.5	19.3	3.9	12.6
Fat Albert & Cosby Kids .	11-1125	19.0	46.6	8.9	12.1	13.1	35.9	8.6	14.2	8.3	33.0	6.8	14.6
Jr. Almost Anything Goes.	11-1125	9.9	57.8	6.2	7.2	7.1	46.5	5.2	8.0	4.4	35.9	2.9	5.3
Kids from C.A.P.E.R.. . .	11-1130	1.2	31.8	4.5	10.3	1.6	24.1	4.6	12.5	1.0	23.7	4.4	13.0
Muggsy.	1130-12	2.1	23.5	3.9	11.8	2.2	21.6	3.9	12.2	1.0	22.1	3.9	11.3
Way Out Games	1130-1155	4.5	35.0	4.8	7.8	3.6	26.8	3.9	10.1	1.0	23.7	4.4	9.7

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 73

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Age of the Mothers -

		Under 35				35-49				50 or more			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Sylvester & Tweety.	7-725	25.0%	47.7%	2.4%	4.9%	20.3%	37.7%	2.7%	5.1%	20.0%	36.1%	2.4%	6.6%
Tom & Jerry/Grape Ape . . .	7-755	14.8	47.1	4.9	7.0	12.1	31.2	3.9	8.9	12.8	24.0	3.2	9.9
Woody Woodpecker Show . . .	7-730	20.4	37.4	3.3	6.6	15.2	26.1	3.3	8.9	17.6	23.3	1.6	9.2
In the News[2].	725-730	40.5	13.7	2.7	38.8	25.3	12.4	2.1	33.6	23.0	25.3	2.4	26.3
Bugs Bunny/Road Runner. . .	730-825	35.6	55.3	3.2	6.8	27.7	46.1	2.3	8.4	23.0	44.6	3.2	5.0
Mumbly Show	730-755	2.7	33.7	4.4	7.4	2.6	20.0	3.3	8.9	1.6	20.7	3.3	9.9
The Pink Panther.	730-9	28.5	51.6	9.8	9.9	20.0	47.5	6.7	10.3	17.6	52.1	6.4	5.0
School House Rock[3].	755-8	18.5	23.7	3.3	16.0	9.2	17.8	2.5	19.7	3.2	22.7	4.8	22.7
Jabberjaw	8-825	4.6	49.4	8.2	8.7	3.8	30.9	4.8	10.8	3.2	25.6	5.6	13.2
Scooby Doo/Dynomutt	830-925	12.8	59.5	10.3	6.5	8.9	45.5	8.2	6.9	7.9	43.8	3.2	9.9
Tarzan, Lord of Jungle. . .	830-855	5.9	37.2	7.6	12.2	5.6	26.3	6.6	12.0	4.8	18.2	8.7	12.4
McDuff, the Talking Dog . .	9-930	4.8	35.9	7.9	9.2	5.4	24.9	5.8	11.3	4.8	23.3	2.4	12.5
Shazam/Isis Hour.	9-955	12.8	26.4	18.7	30.1	7.7	19.7	12.7	32.0	6.3	19.5	7.1	36.4
The Kroffts Super Show . .	930-1055	5.3	57.8	12.7	9.9	3.9	40.9	5.7	14.0	4.0	37.2	3.2	14.0
The Monster Squad	930-10	4.6	34.6	12.3	11.4	2.7	24.8	9.6	13.9	4.8	19.7	4.8	13.9
Ark II.	10-1025	3.3	23.3	6.3	10.3	2.3	16.7	3.9	12.9	3.2	13.3	3.3	13.3
Land of the Lost.	10-1030	8.9	42.7	20.8	16.2	5.8	27.7	13.7	23.3	5.6	28.1	10.3	25.6
Big John, Little John . . .	1030-11	6.0	36.0	5.4	8.4	5.4	25.5	3.8	10.3	5.6	24.0	3.2	14.0
Clue Club	1030-1055	1.9	32.1	4.8	7.3	2.1	22.6	2.2	9.5	1.6	18.9	4.0	17.2
Fat Albert & Cosby Kids . .	11-1125	30.5	44.9	6.2	12.6	18.3	36.2	6.6	13.6	13.4	37.7	8.7	12.3
Jr. Almost Anything Goes. .	11-1125	19.6	56.4	6.3	7.7	12.8	44.8	4.8	7.2	11.9	33.6	3.2	9.0
Kids from C.A.P.E.R.. . . .	11-1130	2.5	31.4	7.8	8.8	2.7	23.1	3.8	12.7	2.4	24.6	3.2	13.1
Muggsy.	1130-12	4.2	28.2	4.8	10.8	3.3	20.4	2.7	12.9	3.2	24.4	4.8	10.9
Way Out Games	1130-1155	7.3	33.5	4.0	8.8	5.6	25.7	3.5	10.0	3.6	24.6	4.8	14.8

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

"School House Rock," and "Fat Albert & the Cosby Kids."

In the absence of definite trends, mothers under thirty years of age reported a greater preference for six other programs: "Sylvester & Tweety," "Woody Wookpecker," "In the News," "Scooby Doo/Dynomutt," "Shazam/Isis Hour," and "Land of the Lost."

With respect to the children, a much clearer picture can be seen in Table 73. For twelve of the programs there were definite trends. The younger the mothers, the greater were the percentages of their children reporting each of the twelve programs as a favorite.

In nearly all cases where a trend was not observed, the preferences were higher among children of mothers under thirty-five years of age. One major exception occurred in the case of "In the News," for which there was a substantially greater popularity among children of mothers fifty years of age or older.

Effects of the fathers' formal schooling. Based on the data presented in Table 74, clearly the level of the fathers' formal schooling had a definite effect on their preference for Saturday morning television programs. The lower the educational attainment of the father, the more popular were twenty of the twenty-four listed programs.

A similar pattern was found in the preferences of the children. For thirteen programs, trends were observed--the lower the level of the fathers' schooling, the more popular the programs were with children. Where trends did not occur, usually the children whose fathers were college-educated reported less preferences for the programs. "In the News" again was an exception, enjoying a greater popularity among children of college-educated fathers.

Effects of the mother's formal schooling. In Table 75, essentially the same pattern noted for the fathers was observed in the effects of the mothers' schooling upon preferences.

On balance, it would appear that Saturday morning television programs generally have greater appeal to the lesser educated parents and their children.

Table 74

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Fathers' Highest Level of Formal Schooling[2] -

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Sylvester & Tweety. . .	7-725	25.4%	48.2%	4.2%	2.8%	20.0%	42.2%	2.9%	6.7%	13.7%	36.9%	2.2%	5.5%
Tom & Jerry/Grape Ape .	7-755	21.6	47.3	6.0	6.4	13.1	38.3	4.4	7.8	7.7	31.9	3.6	9.0
Woody Woodpecker Show .	7-730	27.2	39.4	4.6	4.9	19.2	33.6	3.6	8.3	10.7	23.8	2.8	8.3
In the News[3].	725-730	22.4	11.8	5.9	35.7	18.2	11.6	1.8	39.4	21.5	14.3	1.9	31.7
Bugs Bunny/Road Runner.	730-825	37.5	57.7	3.5	4.2	34.6	51.6	2.1	7.8	27.0	44.7	1.4	8.8
Mumbly Show	730-755	6.0	27.0	6.4	7.5	1.9	27.3	3.9	8.2	1.4	22.0	2.8	8.5
The Pink Panther. . . .	730-9	22.3	47.0	8.9	9.2	22.7	48.9	6.6	11.2	18.5	46.8	4.6	10.5
School House Rock[4]. . .	755-8	8.4	21.8	7.7	20.7	2.5	22.8	4.4	18.8	4.6	18.1	2.5	18.0
Jabberjaw	8-825	6.7	40.8	7.8	8.8	3.7	38.7	6.6	9.6	2.0	33.9	4.9	11.3
Scooby Doo/Dynomutt . .	830-925	12.3	56.9	9.5	6.0	8.3	50.1	7.9	7.4	3.6	46.5	9.3	7.7
Tarzan, Lord of Jungle.	830-855	9.1	34.5	8.4	9.5	5.0	32.5	4.7	11.4	1.8	26.7	5.5	12.8
McDuff, the Talking Dog	9-930	7.1	31.3	9.2	9.3	4.0	28.6	6.8	10.3	2.1	25.0	5.2	12.1
Shazam/Isis Hour. . . .	9-955	10.6	31.9	13.8	29.1	6.0	22.3	12.1	27.9	3.3	16.0	14.6	36.1
The Kroffts Super Show.	930-1055	6.0	50.2	10.2	10.2	3.2	51.4	7.9	11.0	1.6	43.2	6.6	15.4
The Monster Squad . . .	930-10	5.7	32.7	12.7	9.7	3.1	30.4	10.2	11.3	1.2	24.9	9.8	15.0
Ark II.	10-1025	3.9	24.1	5.6	12.4	1.3	20.5	3.6	9.7	1.2	16.6	4.0	12.5
Land of the Lost. . . .	10-1030	10.5	38.7	15.4	18.0	5.7	37.7	13.0	18.4	3.0	26.8	11.3	24.6
Big John, Little John .	1030-11	5.3	30.4	8.5	10.6	2.9	31.5	4.8	8.9	1.2	26.7	3.7	10.7
Clue Club	1030-1055	3.5	29.7	7.4	8.2	1.8	26.4	3.9	8.0	0.7	24.3	2.9	9.4
Fat Albert & Cosby Kids	11-1125	18.5	46.6	11.2	12.4	14.4	39.7	7.1	12.5	12.7	35.0	8.1	15.1
Jr. Almost Anything Goes	11-1125	13.4	51.2	7.4	4.6	8.7	53.5	4.0	6.3	4.7	44.4	5.2	9.2
Kids from C.A.P.E.R.. .	11-1130	3.2	29.7	7.4	11.7	1.9	29.8	4.2	10.7	0.6	22.6	3.6	12.9
Muggsy.	1130-12	4.6	30.6	7.8	9.6	2.3	24.1	4.2	12.3	0.9	19.7	2.6	12.4
Way Out Games	1130-1155	7.4	33.6	8.1	9.5	4.4	31.3	3.9	9.6	1.9	26.2	3.2	9.5

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] The three levels are distinct and do not overlap.

[3] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 75

COMPARISON OF PARENTS' AND CHILDREN'S ATTITUDES TOWARD TELEVISION PROGRAMS ON SATURDAY MORNINGS[1]

- By Mothers' Highest Level of Formal Schooling[2] -

		Not a High School Graduate				A High School Graduate				1 or more years of college			
		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"		"A Favorite"		"Don't Like"	
Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Sylvester & Tweety. . . .	7-725	31.2%	52.6%	3.8%	4.8%	23.3%	41.3%	1.9%	4.4%	17.2%	37.4%	2.6%	5.9%
Tom & Jerry/Grape Ape . .	7-755	21.0	50.6	7.2	6.3	13.6	39.1	3.1	6.9	9.0	29.8	4.2	10.2
Woody Woodpecker Show . .	7-730	27.7	45.4	4.9	7.0	18.5	30.2	2.3	6.7	11.6	24.7	3.3	9.6
In the News[3].	725-730	31.7	17.4	4.8	37.5	29.8	9.0	1.8	38.7	33.3	15.7	1.5	30.9
Bugs Bunny/Road Runner. .	730-825	39.0	60.0	4.0	6.4	32.0	50.4	1.7	6.1	25.7	44.8	3.1	9.8
Mumbly Show	730-755	5.4	31.1	8.4	10.5	2.3	26.1	2.8	7.0	1.6	22.9	2.4	9.0
The Pink Panther.	730-9	28.2	55.1	13.3	10.2	23.3	49.4	7.5	9.3	21.5	47.0	5.9	10.2
School House Rock[4]. . . .	755-8	16.9	24.1	4.5	19.5	11.8	19.5	3.0	19.8	12.1	20.0	1.9	15.7
Jabberjaw	8-825	9.0	50.8	9.9	8.0	3.9	38.7	5.6	9.7	1.9	32.1	5.3	11.2
Scooby Doo/Dynomutt . . .	830-925	18.3	60.2	10.4	5.2	10.6	53.2	8.0	7.1	6.7	45.2	9.1	7.3
Tarzan, Lord of Jungle. .	830-855	14.2	39.8	9.9	11.4	4.0	30.8	6.9	11.3	3.4	25.6	6.1	13.5
McDuff, the Talking Dog .	9-930	7.9	37.6	9.2	8.7	5.6	30.0	5.1	10.0	2.3	25.0	6.5	11.7
Shazam/Isis Hour.	9-955	18.5	34.1	14.4	25.2	8.6	23.5	14.5	28.8	7.1	15.8	15.8	37.3
The Kroffts Super Show. .	930-1055	8.8	57.6	13.8	8.7	4.2	47.6	8.9	12.4	2.6	43.7	5.6	13.9
The Monster Squad	930-10	8.6	36.0	14.6	10.8	3.1	28.2	9.3	12.0	1.8	25.2	9.5	14.8
Ark II.	10-1025	6.3	27.6	7.9	12.6	2.3	18.3	4.8	12.5	1.7	16.6	3.4	10.8
Land of the Lost.	10-1030	12.8	43.8	19.1	15.1	7.2	35.6	16.4	19.5	4.1	27.7	15.7	23.9
Big John, Little John . .	1030-11	10.6	37.1	8.1	10.9	5.3	30.8	3.7	8.7	3.7	25.3	3.4	10.3
Clue Club	1030-1055	4.5	30.4	7.7	9.2	1.5	25.0	1.9	9.4	1.1	25.6	2.9	8.8
Fat Albert & Cosby Kids .	11-1125	30.9	50.8	8.5	10.8	23.0	39.4	5.2	13.8	20.1	34.8	6.9	13.5
Jr. Almost Anything Goes .	11-1125	24.3	57.1	6.3	6.3	16.7	51.0	4.6	6.4	10.1	43.4	5.4	9.0
Kids from C.A.P.E.R.. . .	11-1130	4.5	33.5	9.7	10.0	2.8	27.1	4.7	10.7	1.3	23.1	3.9	12.3
Muggsy.	1130-12	7.9	33.9	6.3	10.5	4.0	22.5	3.4	12.3	1.3	20.6	2.4	12.3
Way Out Games	1130-1155	9.5	33.6	7.7	10.4	7.2	30.0	2.1	9.6	4.0	25.8	3.2	9.5

---

[1] Programs are those scheduled for broadcast on Nov. 13. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] The three levels are distinct and do not overlap.

[3] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[4] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

CHAPTER IX

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON THE VIEWING OF SPECIFIC TELEVISION PROGRAMS

In the preceding chapter, comparisons were made of parents' and children's attitudes toward specific television programs broadcast in the evenings from 6:00 to 10:00 P.M. and on Saturday mornings from 7:00 A.M. to noon. In this chapter, comparisons will be made of the parents' and children's perceptions of parental guidance provided on the viewing of those programs.

The comparisons are based on the responses to Section II of the parents' and children's questionnaires which provided identical lists of programs. For each program, the children were asked if they were encouraged or discouraged by their parents to view that program. The choices provided were: "I must watch it"; "I should watch it, but don't have to"; "They don't care if I do or don't watch it"; "I shouldn't watch it, but I may if I wish"; or "I must not watch it."

The five choices provided to the parents were similar, the wording of each adjusted to reflect parental response. Under the heading, "At home I advise my child that he/she:," the choices were: "must watch it"; "should watch it"; "I give no advice"; "shouldn't watch it"; or "must not watch it."

The choices provided to both parents and children represented a five-point scale along a continuum of encouragement-discouragement, ranging from required viewing ("must watch it") to prohibited viewing ("must not watch it"). Throughout the chapter, frequently the first two choices ("must" or "should" watch) are combined and referred to as "positive guidance." In similar fashion, the last two choices ("shouldn't" or "must not" watch) are combined and labelled "negative guidance."

Although the wording on the parents' and children's questionnaires differed slightly, the middle choices were treated as if they were synonymous, indicating neither encouragement nor discouragement. Throughout the chapter, both are included in the term "no advice."

It should be remembered that the children's reports of parental guidance analyzed in this chapter were from children only in homes from which at least one parental response was received. Earlier, in Chapter VI, the responses of all 5,167 children were reported. In this chapter, owing to the linking of parent and child, the number of children analyzed is slightly over one-half (2,697) the number analyzed in Chapter VI.

It must be kept in mind also that parents and children completed their questionnaires separately from and independently of each other. Thus, no parental supervision operated to bias or distort the children's responses.

Parents' and Children's Reports of Parental Guidance on Evening Television Programs

An overview

The most significant finding. In the development of the research proposal, it was theorized that children's and parents' perceptions of parental guidance might very well differ. A hypothesis was advanced that parents would report more guidance than would their children. The rationale was that parents might be reluctant to acknowledge lack of guidance, and would tend to report that they encouraged their children to view "good" programs and to abstain from "bad" programs. Children, on the other hand, were expected to report less guidance because they tend to disavow parental restraints. The data in this chapter do not confirm the hypothesis. In fact, the most significant finding of this chapter should be underscored at this point:

The vast majority of parents reported little guidance on the viewing of the evening programs listed on the questionnaire, and reported even less guidance than was evident in the children's responses.

Considerable evidence exists to support that assertion. For the sixty-eight different programs, the average of the percentages who reported no guidance was 85.2% and 83.5% for the parents and children, respectively.

Ninety per cent or more of the parents reported no guidance on twenty-two programs. For thirty-four programs, the percentages similarly reporting ranged from 80.2% to 89.8%. No guidance was reported on seven programs by 70.9% to 79.9% of the parents. In only five programs did the percentage of parents reporting no guidance fall below 70%, and these programs were ones which reflected above average positive or negative guidance.

In contrast, the percentage of children reporting no parental advice did not reach 90% for any of the sixty-eight programs. Analyses of nearly all the programs (60) revealed children's reports of no advice ranging, percentagewise, from 80.0% to 88.5%. Six programs were in the "70% range," and in only two cases did the percentage reporting no advice fall below 70%.

In brief, neither the parents nor their children reported much parental guidance on the evening television programs broadcast from 6:00 to 10:00 P.M.

Programs on which the most guidance was reported. Despite the low overall incidence of parents guidance, there were programs which reflected above average guidance. A special analysis was made of the programs for which the most guidance was reported, and of the relationship of the guidance with the attitudes of the children toward those programs. That analysis is presented in Table 76 which lists the programs for which at least 10% of the parents or children reported some guidance, positive or negative. The table lists the sixteen programs for which there was the most positive guidance and twenty-seven programs for which there was the most negative guidance. In addition to the percentages of parents and children reporting guidance, the table provides data on the attitudes of children toward each program, the type of program based on its content, the time of broadcast, the network

Table 76

EVENING PROGRAMS FOR WHICH THE MOST POSITIVE AND NEGATIVE PARENTAL GUIDANCE WAS REPORTED BY PARENTS AND CHILDREN

(Reported by 10% or more of parents or of children, for each category of guidance)

POSITIVE Guidance	Must/Should Watch		A Favorite of		Disliked by			Time	Net/
on These Programs:	Parents	Children	Boys	Girls	Boys	Girls	Type#	B'cast	St'n
*Wild Kingdom	42.0%	14.9%	29.0%	13.9%	19.3%	33.8%	AML	Mon-6:30	CBS
*World of Disney	38.9	10.5	36.5	30.6	2.9	2.8	ADV	Sun-6:00	NBC
*Little House on Prairie	29.6	12.6	24.3	51.4	24.4	8.2	FDR	Mon-7:00	NBC
*Local TV News	28.8	22.5	6.7	3.3	28.4	34.9	NEW	M-Sa:6:00	---
*60 Minutes	18.9	14.4	3.9	1.8	22.4	24.1	DOC	Sun-6:00	CBS
*Happy Days	17.0	12.4	81.5	90.4	1.3	0.7	FSC	Tue-7:00	ABC
*Donnie & Marie	15.1	10.4	48.7	64.7	14.2	8.2	MCV	Fri-7:00	ABC
*The Muppets	14.8	7.3	26.0	22.1	11.7	8.6	MCV	Tue-6:30	CBS
*Partridge Family (Avg.)	13.8	9.2	49.8	59.6	8.5	3.6	FSC	M-F:6:30	ABC
*Emergency	12.1	10.0	47.2	43.7	7.1	9.6	ADV	Sat-7:00	NBC
Monday Nite Football	8.6	12.3	66.5	11.9	10.6	50.1	SPT	Mon-8:00	ABC
*Captain & Tennille	8.5	11.9	62.7	73.0	6.1	4.3	MCV	Mon-7:00	ABC
Starsky & Hutch	5.3	10.9	79.8	77.3	2.9	3.5	P/D	Sat-8:00	ABC
*Laverne & Shirley	7.6	10.3	56.2	78.6	8.5	2.2	FSC	Tue-7:30	ABC
*Welcome Back, Kotter	8.5	10.1	76.7	78.3	2.1	2.2	FSC	Thu-8:00	ABC
*Holmes & Yoyo	5.8	10.0	70.7	55.6	3.8	6.2	FSC	Sat-7:00	ABC
NEGATIVE Guidance	Shouldn't/Mustn't								
on These Programs:	Parents	Children							
*Sybil	29.1%	32.2%	14.2%	36.7%	17.0%	7.2%	ADR	Sun-7:00	NBC
Maude	26.3	10.4	18.9	26.2	32.4	24.3	ASC	Mon-8:00	CBS
Rich Man, Poor Man II	22.1	28.3	22.9	27.9	28.2	18.6	ADR	Tue-8:00	ABC
Executive Suite	21.3	18.9	4.4	7.7	13.7	9.6	ADR	Mon-9:00	CBS
Family	20.5	16.7	25.2	53.5	20.6	6.2	ADR	Tue-9:00	ABC
*Sonny & Cher	18.7	12.5	9.9	21.4	59.0	40.6	MCV	Sun-7:00	CBS
Police Woman	18.5	9.5	21.6	31.2	24.9	17.5	P/D	Tue-8:00	NBC
Serpico	16.5	14.8	20.3	8.7	11.6	10.4	P/D	Fri-9:00	NBC
Kojak	17.8	11.6	16.2	9.2	31.5	43.0	P/D	Dun-8:00	CBS
One Day at a Time	16.2	11.8	33.0	52.5	16.0	7.5	ASC	Tue-8:30	CBS
Police Story	16.1	10.9	21.5	13.9	21.0	22.8	P/D	Tue-9:00	NBC
Delvecchio	15.8	15.2	10.8	5.7	15.3	15.7	P/D	Sun-9:00	CBS
MASH	15.2	6.9	54.7	42.0	10.0	15.4	ASC	Tue-8:00	CBS
All in the Family	14.1	8.5	45.8	45.0	11.4	11.2	ASC	Wed-8:00	CBS
All's Fair	14.8	13.7	15.4	24.9	13.8	8.9	ASC	Mon-8:30	CBS
Streets of San Francisco	12.5	8.3	26.3	19.3	22.4	24.1	P/D	Thu-9:00	ABC
Hawaii Five-O	11.4	7.8	32.2	15.7	18.0	30.4	P/D	Thu-8:00	CBS
Alice	11.1	10.2	17.7	30.4	17.8	7.5	ASC	Wed-8:30	CBS
Starsky & Hutch	10.9	5.4	79.8	77.3	2.9	3.5	P/D	Sat-8:00	ABC
Switch	10.8	9.9	36.7	19.1	9.2	16.2	P/D	Tue-9:00	CBS
*Rhoda	10.6	8.6	17.1	25.8	31.3	12.0	ASC	Mon-7:00	CBS
Most Wanted	10.3	11.8	26.4	17.1	11.0	8.8	P/D	Sat-9:00	ABC
The Blue Knight	10.2	14.4	20.0	5.9	18.4	17.3	P/D	Wed-9:00	CBS
*Phyllis	10.1	9.0	11.2	24.8	34.4	20.6	ASC	Mon-7:30	CBS
The Quest	6.1	11.7	26.3	19.3	10.1	8.0	ADV	Wed-9:00	NBC
*This Week: Looking In	2.1	10.5	1.7	0.6	15.2	9.8	P/A	Thu-6:30	CBS
*Baa Baa Black Sheep	7.2	10.3	49.3	10.8	6.8	20.1	ADV	Tue-7:00	NBC

* Broadcast during the "family viewing period," 6:00-8:00 P.M. CST.

# Legend: ADR = "Adult drama"; ADV = "Adventure drama"; AML = "Animal-Nature show"; ASC = "Adult situation comedy"; DOC = "Documentary"; FDR = "Family drama"; FSC = "Family situation comedy"; MCV = "Musical/comedy variety"; NEW = "Newscasts"; P/A = "Public affairs" program; P/D = "Police-detective drama"; Q/G = "Quiz-Games" show' S/F = "Science-fantasy adventure" drama; SPT = "Sports" broadcast.

or station originating the program, and an annotation of whether it was broadcast during the "family viewing period" (6:00-8:00 P.M.).

Considering first the sixteen programs for which respondents reported the most positive guidance, here are some of the "highlights":

1. There was a modicum of agreement among parents and children. Eight of the ten programs reflecting the most positive guidance were reported by both parents and children, although there were instances of considerable disparity between children's and parents' reports. Considering the three programs on which parents reported having provided the most positive guidance, the percentages of parents reporting them were between two and three times as high as those of their children. These disparities, and others noted throughout the table, often reflect highly favorable or unfavorable attitudes of either boys or girls, or both. To put it another way, it was apparent in some cases that there was a relationship between children's attitudes and their perceptions of parental advice. But, there were notable exceptions to that generalization. In the case of "Local TV news," the percentages of children and parents reporting positive guidance were similar in magnitude. However, the attitudes of the children toward that program were much more negative than positive. The same phenomenon was observed in the reports on "60 Minutes."

2. For all ten programs on which at least 10% of the parents reported positive guidance, the percentages of parents exceeded those of their children. On the other hand, for the six programs at the bottom of the list, the percentages of children reporting positive guidance exceeded those of their parents. In each of these six cases, highly favorable attitudes toward the programs were reported by the children. This finding supports the generalization made in the preceding paragraph, i.e., a moderate correlation exists between children's attitudes and their perceptions of parental advice.

3. Fourteen of the sixteen programs on which the most positive guidance was reported were broadcast during the "family viewing period.: The two exceptions were "Monday Nite Football" and "Starsky & Hutch." The latter enjoyed high popularity with both boys and girls, while "Monday Nite Football" appealed primarily to the boys.

4. Three of the top four programs on which parents reported the most positive guidance were information and educational (non-entertainment) programs.

5. Only one "police-detective" program ("Starsky & Hutch") appeared on the list, and positive guidance on that program was reported by 10.9% of the children only.

6. The four situation comedies appearing in the list were of the "family" type, "family" in the sense that the programs' format and content appeal broadly to adults and children alike.

With respect to the list of twenty-seven programs on which the most negative guidance was reported, here are some of the "highlights":

1. All but six were broadcast after the "family viewing period." The six exceptions were "Sybil," "Sonny & Cher," "Rhoda," "Phyllis," "Baa Baa Black Sheep," and "This Week: Looking In." The latter is a public affairs program originated by a local station in Wichita.

2. The six programs on which the most negative guidance was evident included the only four "adult dramas" listed on the questionnaire--"Sybil," "Rich Man, Poor Man II," "Family," and "Executive Suite."

3. For twenty-one of the twenty-seven programs, the parents reported more negative guidance than their children.

4. All eight of the situation comedies appearing in the "negative guidance list" were of the "adult" type, i.e., their program content and type of humor probably have greater appeal to adults than to children.

5. A fair degree of correspondence existed between parents' and children's reports of negative guidance. However, for eleven of the twenty-seven programs, the percentages of parents and children reporting guidance differed by five per cent or more. Beginning at the top of the list and proceeding down, these programs were: "Maude," "Rich Man, Poor Man II," "Sonny & Cher," "Police Woman," "Police Story," "Kojak," "MASH," "All in the Family," "Starsky & Hutch," "This Week: Looking In," and "The Quest." Of the eleven, eight were reported by higher percentages of parents than of children. The three for which children reported more negative guidance were "Rich Man, Poor Man II," "This Week: Looking In," and "The Quest."

6. Whereas only one "police-detective" drama appeared in the list of programs for which parents reported the most positive guidance, the "negative list" contained eleven programs of that type.

7. Only one program, "Starsky & Hutch," appeared in both the negative and positive guidance lists.

Incidence of guidance on all listed programs

For all programs listed in the questionnaire, Table 77 provides the percentages of parents and children reporting positive, negative, or no guidance. No program was reported by as many as ten per cent of the respondents as one the children "must" watch.

At the other end of the continuum, only three programs were reported by as many as ten per cent of the respondents as ones the children "must not" watch. The three programs were "Sonny & Cher," "Executive Suite," and "Rich Man, Poor Man II." The percentages of parents and children reporting that children "must not" watch each were, respectively: for "Sonny & Cher," 11.5% and 15.6%; for "Executive Suite," 6.8% and 11.0%; and for "Rich Man, Poor Man II," 10.1% and 15.5%.

Table 77

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON EVENING TELEVISION PROGRAMS, 6:00-10:00 P.M.*

		Must Watch		Should Watch		No Advice		Shouldn't Watch		Mustn't Watch	
Sunday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Bill Cosby Show.	6 - 7	0.7%	4.4%	8.1%	5.5%	88.6%	85.4%	2.0%	2.9%	0.6%	1.9%
60 Minutes	6 - 7	0.9	1.7	18.0	12.7	79.9	75.9	0.7	4.3	0.4	5.4
World of Disney.	6 - 7	1.7	2.5	37.2	8.0	60.9	87.5	0.0	1.5	0.1	0.5
Six Million Dollar Man .	7 - 8	0.9	4.8	4.3	4.4	90.8	85.5	3.5	3.9	0.5	1.4
Sonny & Cher Show. . . .	7 - 8	0.4	2.1	1.3	4.2	79.6	81.2	15.1	7.5	3.6	5.0
Sybil (The Big Event). .	7 - 10	0.6	3.0	2.9	3.6	67.4	61.2	17.6	16.6	11.5	15.6
Kojak.	8 - 9	0.6	2.6	1.4	4.8	80.2	81.0	14.7	6.7	3.1	4.9
Delvecchio	9 - 10	0.3	1.4	0.5	2.9	83.4	80.5	12.1	7.7	3.7	7.5
Monday Programs:											
Local TV news.	6-630	2.0	2.9	26.7	21.5	71.0	70.0	0.2	2.8	0.2	2.8
To Tell the Truth. . . .	6-630	1.0	3.4	9.1	7.3	88.9	86.0	0.7	2.4	0.3	0.9
Adam 12.	630-7	0.6	3.9	3.5	4.3	90.3	85.6	4.7	4.1	0.9	2.0
Partridge Family	630-7	1.4	5.4	13.4	4.4	83.8	86.8	1.0	2.1	0.4	1.3
Wild Kingdom	630-7	2.4	3.5	39.6	11.4	57.6	80.9	0.2	2.3	0.2	1.8
Captain & Tennille . . .	7 - 8	1.1	7.0	7.4	4.9	88.4	84.9	2.3	1.8	0.8	1.4
Little House on Prairie.	7 - 8	2.6	4.4	27.0	8.2	69.7	83.5	0.6	2.3	0.2	1.7
Rhoda.	7-730	0.4	3.2	1.7	4.1	87.3	84.2	8.7	4.9	1.9	3.7
Phyllis.	730-8	0.3	2.8	1.3	4.1	88.3	84.1	8.1	5.1	2.0	3.9
Maude.	8-830	0.4	2.7	1.3	3.8	72.0	78.5	20.3	7.7	6.0	2.7
Monday Nite Football . .	8 - 11	1.9	6.6	6.7	5.7	88.8	80.7	1.6	3.3	0.9	3.7
All's Fair	830-9	0.2	2.7	0.6	3.4	84.3	80.2	10.6	6.4	4.2	7.3
Executive Suite.	9 - 10	0.3	1.6	0.5	3.3	77.9	76.3	14.5	7.9	6.8	11.0

---

* Programs are those scheduled for broadcast during the period of Nov. 14-20. Excluded are "movies" and "specials." For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

Table 77 (cont'd)

		Must Watch		Should Watch		No Advice		Shouldn't Watch		Mustn't Watch	
Tuesday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news	6-630	1.8%	2.9%	27.4%	20.7%	70.4%	71.9%	0.2%	2.3%	0.1%	2.2%
To Tell the Truth	6-630	0.9	3.4	8.1	4.9	90.1	88.9	0.7	1.9	0.2	1.0
Adam 12	630-7	0.5	3.3	2.9	4.6	91.3	87.4	4.4	2.8	0.8	1.8
Partridge Family	630-7	1.1	5.1	13.5	3.9	84.1	88.3	1.0	1.7	0.2	1.0
The Muppets	630-7	1.3	2.9	13.5	4.4	83.8	86.4	0.9	2.9	0.5	3.4
Baa Baa Black Sheep	7 - 8	0.6	4.1	2.3	4.4	90.0	81.2	5.7	5.8	1.5	4.5
Happy Days	7-730	2.2	8.8	14.8	3.6	81.2	85.3	1.5	1.6	0.3	0.6
Laverne & Shirley	730-8	1.1	6.9	6.5	3.4	86.4	86.1	4.8	2.1	1.2	1.5
MASH	8-830	0.5	4.5	3.2	5.0	81.1	83.5	12.8	4.3	2.4	2.6
Police Woman	8 - 9	0.8	4.1	1.8	3.4	79.2	83.0	15.3	5.5	3.0	4.0
Rich Man, Poor Man II	8 - 9	0.6	3.7	1.8	3.3	65.3	64.6	22.1	12.8	10.1	15.5
One Day at a Time	830-9	0.5	3.7	2.0	3.7	81.3	80.9	12.1	6.3	4.1	5.5
Family	9 - 10	1.0	4.6	5.8	4.0	72.7	74.8	13.5	7.4	7.0	9.3
Police Story	9 - 10	0.5	2.9	1.9	4.4	81.5	81.6	13.1	5.8	3.0	5.1
Switch	9 - 10	0.3	2.8	1.5	4.0	87.5	83.2	8.2	4.5	2.6	5.5
Wednesday Programs:											
Local TV news	6-630	2.2	3.2	27.0	19.9	70.5	72.7	0.2	1.8	0.1	2.4
To Tell the Truth	6-630	1.0	3.4	8.2	5.4	89.9	88.4	0.7	1.8	0.2	1.0
Adam 12	630-7	0.6	3.7	3.0	4.1	91.0	86.5	4.3	3.4	1.1	2.3
Partridge Family	630-7	1.2	5.4	12.5	4.1	85.0	88.0	1.0	1.6	0.3	0.9
The Jeffersons	630-7	0.9	3.8	3.5	4.0	90.9	85.6	3.8	3.6	0.9	3.0
Good Times	7-730	1.0	5.1	5.1	3.8	90.0	87.1	3.1	2.5	0.8	1.5
Hollywood Squares	7-730	0.4	1.8	4.3	4.2	92.3	86.8	2.3	3.9	0.6	3.3
Ball Four	730-8	0.2	2.0	0.8	3.4	93.0	84.7	4.2	4.2	1.8	5.6
All in the Family	8-830	0.8	4.6	4.6	4.1	80.5	82.9	11.3	5.4	2.8	3.1
Alice	830-9	0.3	3.1	1.3	3.0	87.3	83.7	7.8	5.2	3.3	5.0
The Blue Knight	9 - 10	0.5	2.0	1.7	3.6	87.6	80.0	7.8	6.3	2.4	8.1
The Quest	9 - 10	0.6	3.4	2.7	4.0	90.7	82.8	4.1	4.1	2.0	5.6

See footnotes at the bottom of the first page of the table.

Table 77 (cont'd)

		Must Watch		Should Watch		No Advice		Shouldn't Watch		Mustn't Watch	
Thursday Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	2.0%	2.6%	26.3%	18.4%	71.5%	74.3%	0.1%	2.0%	0.1%	2.6%
To Tell the Truth. . . .	6-630	1.0	3.6	8.9	5.1	89.2	88.6	0.8	1.6	0.1	1.1
Adam 12.	630-7	0.6	3.6	3.1	3.7	90.9	87.4	4.4	2.8	1.0	2.5
Partridge Family	630-7	1.3	5.4	11.8	3.6	85.4	88.2	1.0	1.8	0.3	1.0
This Week: Looking In. .	630-7	0.3	0.8	1.6	4.3	96.0	84.4	1.4	3.6	0.7	6.9
Gemini Man	7 - 8	0.5	4.1	1.8	3.4	92.9	86.2	3.8	3.0	1.1	3.2
Welcome Back, Kotter . .	7-730	0.9	6.7	7.6	3.4	84.7	85.4	5.8	3.0	1.0	1.6
Barney Miller.	730-8	0.3	3.5	3.0	4.0	87.8	85.9	7.4	3.6	1.4	3.0
Hawaii Five-O.	8 - 9	0.5	3.5	2.0	3.6	86.1	85.1	9.6	4.6	1.8	3.2
Tony Randall Show. . . .	8-830	0.3	3.0	2.2	3.4	92.8	86.8	3.6	3.4	1.1	3.4
Nancy Walker Show. . . .	830-9	0.3	3.3	1.4	3.4	89.8	85.7	6.6	4.2	1.8	3.5
Barnaby Jones.	9 - 10	0.5	2.8	2.3	3.5	90.1	85.7	5.8	4.1	1.3	3.9
Dick Van Dyke & Co.. . .	9 - 10	0.7	4.2	7.3	4.1	89.3	86.4	2.2	1.8	0.6	3.6
Streets San Francisco. .	9 - 10	0.6	3.2	2.3	4.0	84.6	84.5	10.4	4.4	2.1	3.9
Friday Programs:											
Local TV news.	6-630	2.1	2.8	26.3	18.4	71.3	74.5	0.2	1.6	0.1	2.8
To Tell the Truth. . . .	6-630	1.0	3.8	8.4	5.2	89.7	88.5	0.7	1.5	0.1	1.0
Adam 12.	630-7	0.6	3.3	3.3	3.8	90.6	87.7	4.7	3.3	0.9	1.9
Andy Williams.	630-7	0.5	1.7	4.8	3.6	93.2	87.0	1.1	3.1	0.4	4.6
Partridge Family	630-7	1.4	5.2	11.6	3.7	85.7	88.3	1.1	1.6	0.3	1.1
Donnie & Marie	7 - 8	2.1	6.8	13.0	3.6	83.5	87.1	1.2	1.5	0.3	1.1
Lawrence Welk.	7 - 8	0.8	1.9	6.0	4.3	91.9	85.2	0.9	3.6	0.4	5.1
Sanford and Son.	7-730	1.2	4.9	3.9	3.8	88.9	87.3	5.1	2.3	0.8	1.6
Chico and the Man. . . .	730-8	0.8	4.0	3.0	3.7	90.9	88.2	4.5	2.3	0.8	1.7
Rockford Files	8 - 9	0.6	4.1	2.1	3.7	88.3	85.8	7.5	3.8	1.4	2.6
Serpico.	9 - 10	0.4	2.6	1.3	2.6	81.7	79.9	13.2	5.9	3.3	8.9

See footnotes at the bottom of the first page of the table.

Table 77 (cont'd)

Saturday Programs:	Time B'cast	Must Watch		Should Watch		No Advice		Shouldn't Watch		Mustn't Watch	
		Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Local TV news.	6-630	2.0%	2.7%	26.8%	18.9%	70.9%	73.8%	0.2%	2.0	0.1%	2.6%
Hollywood Squares. . . .	6-630	0.5	1.3	4.7	3.9	92.3	88.6	2.1	2.6	0.4	3.5
Dolly.	630-7	0.6	2.7	1.7	3.0	94.7	86.3	2.1	3.6	0.8	4.3
Hee Haw.	630-730	1.0	3.3	4.8	3.9	90.8	86.4	2.7	3.5	0.7	2.9
Emergency.	7 - 8	1.5	5.8	10.6	4.2	86.0	87.4	1.6	1.8	0.3	0.8
Holmes & Yoyo.	7-730	1.0	6.8	4.8	3.2	92.1	87.6	1.7	1.5	0.5	1.0
Doc.	730-8	0.1	2.6	1.3	3.1	95.6	87.8	1.9	3.3	0.8	3.3
Mr. T. & Tina.	730-8	0.5	5.3	2.3	3.3	94.6	88.5	2.1	1.8	0.5	1.2
Mary Tyler Moore Show. .	8-830	0.5	2.9	4.3	4.1	92.4	87.9	2.1	2.8	0.4	2.4
Starsky & Hutch.	8 - 9	1.3	7.9	4.0	3.0	83.7	83.7	9.3	3.5	1.6	1.9
Bob Newhart Show	830-9	0.3	2.5	4.2	3.9	92.8	87.7	2.2	2.8	0.5	3.2
Carol Burnett Show . . .	9 - 10	0.7	4.2	7.7	3.8	87.2	86.2	3.2	3.1	1.2	2.8
Most Wanted.	9 - 10	0.6	3.2	1.5	2.9	87.7	82.1	8.1	5.3	2.2	6.5

See footnotes at the bottom of the first page of the table.

On balance, considering all sixty-eight programs, children reported more guidance than did parents. With respect to positive guidance, the percentages of children reporting that they either "must" or "should" watch were: higher than those of parents for forty-nine of the programs; lower than those of parents for nine of the programs; and about equal to those of parents for the remaining ten programs.

On the negative side of the "ledger," the percentages of children reporting that they shouldn't or must not watch were: higher than those of parents for thirty-two of the programs; lower than those of parents for twenty-one of the programs; and about equal to those of their parents for the fifteen other programs.

Table 77 rather dramatically reveals the high percentages of respondents who reported no parental advice on the sixty-eight programs.

Effects of the variable of sex

Table 78 analyzes parental guidance on evening programs by the sex of the parents and their children.

There appeared to be slightly more consensus among children than among parents with respect to the percentages reporting either positive or negative guidance. The percentage of boys and girls reporting positive guidance differed as much as four per cent or more in only three instances. Boys reported more positive guidance on "Monday Nite Football" and "Baa Baa Black Sheep." Girls reported more positive guidance on "Local TV News."

Turning to negative guidance, the percentage of boys and girls differed as much as four per cent or more in only two instances. Boys reported more negative guidance on "60 Minutes," and girls reported more negative guidance on "Sybil."

Slightly greater disparities were noted among the parents' reports. The percentages of men and women reporting positive guidance differed as much as four per cent in five instances. Women reported more positive guidance on "World of Disney," "Local TV News," "Happy Days," and "Donnie & Marie." Men reported more positive guidance on "Monday Nite Football."

Turning to the negative side of the "ledger," the differences between men and women were more numerous. The percentages of women reporting negative guidance were higher than those of men by as much as four per cent for seventeen programs: "Sybil," "Kojak," "Delvecchio," "Maude," "All's Fair," "Executive Suite," "Police Woman," "Rich Man, Poor Man II," "One Day at a Time," "Family," "Police Story," "All in the Family," "Barney Miller," "Hawaii Five-O," "Streets of San Francisco," "Rockford Files," and "Serpico." In no instance did the percentage of men exceed that of women by as much as four per cent in the reports of negative guidance.

On balance, it would appear that mothers provided more guidance than fathers.

Table 78

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON EVENING TELEVISION PROGRAMS, 6:00-10:00 P.M.*

- By Sex of Parents and Children -

	Time	Must/Should Watch				No Advice				Shouldn't/Mustn't Watch			
		Parents		Children		Parents		Children		Parents		Children	
Sunday Programs:	B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Bill Cosby Show.	6 - 7	7.3%	9.3%	11.0%	8.9%	90.2%	87.9%	83.5%	87.0%	2.5%	2.8%	5.5%	4.1%
60 Minutes	6 - 7	19.4	18.4	14.7	14.2	79.5	80.7	73.3	78.2	1.1	0.9	12.1	7.6
World of Disney.	6 - 7	34.8	42.4	12.1	9.0	65.1	57.4	85.4	89.3	0.0	0.1	2.4	1.7
Six Million Dollar Man . .	7 - 8	5.2	4.5	10.4	8.2	91.2	91.0	84.0	86.8	3.6	4.6	5.6	5.1
Sonny & Cher Show.	7 - 8	1.5	1.4	6.7	5.8	80.4	78.9	80.6	81.6	18.2	19.8	12.7	12.5
Sybil (The Big Event). . .	7 - 10	2.0	4.1	6.5	6.8	76.1	60.3	65.4	57.0	21.9	35.6	28.1	36.1
Kojak.	8 - 9	1.9	1.6	8.1	6.7	82.9	77.8	79.5	82.3	15.3	20.6	12.4	11.0
Delvecchio	9 - 10	0.6	0.6	5.2	3.5	85.6	81.4	79.0	82.0	13.8	18.0	15.9	14.5
Monday Programs:													
Local TV news.	6-630	26.9	29.8	22.1	26.5	72.7	70.0	71.3	68.7	0.4	0.2	6.6	4.8
To Tell the Truth.	6-630	8.5	11.2	11.7	9.8	90.5	87.9	84.1	87.6	1.0	0.9	4.2	2.6
Adam 12.	630-7	4.2	3.5	9.4	7.2	91.1	90.1	84.1	87.1	4.7	6.3	6.5	5.7
Partridge Family	630-7	12.9	16.4	11.3	8.4	84.5	82.5	84.9	88.6	1.7	1.1	3.8	3.0
Wild Kingdom	630-7	39.9	43.3	14.8	15.2	59.8	55.4	80.6	81.0	0.3	0.3	4.6	3.8
Captain & Tennille	7 - 8	6.7	9.7	12.5	11.3	89.7	87.6	83.6	86.0	3.6	2.7	3.9	2.6
Little House on Prairie. .	7 - 8	23.2	35.0	12.2	13.0	76.0	64.3	82.7	84.1	0.8	0.9	5.2	2.9
Rhoda.	7-730	1.6	2.1	7.5	7.0	87.8	86.8	2.8	85.3	10.6	11.1	9.6	7.7
Phyllis.	730-8	0.9	1.6	7.0	6.9	89.3	87.7	83.4	84.8	9.8	10.7	9.6	8.3
Maude.	8-830	1.3	1.6	7.3	5.9	75.0	68.9	79.0	78.1	23.7	29.5	13.7	16.0
Monday Nite Football . . .	8 - 11	11.3	6.2	17.1	7.8	87.2	90.7	77.7	83.5	1.4	3.1	5.2	8.6
All's Fair	830-9	0.7	0.6	6.7	5.5	87.6	81.5	79.2	81.0	11.7	17.9	14.0	13.5
Executive Suite.	9 - 10	0.7	0.8	5.4	4.3	82.0	74.1	76.2	76.2	17.3	25.1	18.4	19.4

---

* Programs are those scheduled for broadcast during the period of November 14-20. Excluded are "movies" and "specials." For each program the number of respondents varied slightly. See Appendix B for sample sizes.

Table 78 (cont'd)

		Must/Should Watch				No Advice				Shouldn't/Mustn't Watch			
		Parents		Children		Parents		Children		Parents		Children	
Tuesday Programs:	Time B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Local TV news.	6-630	26.9%	30.9%	20.9%	26.2%	72.8%	68.6%	73.3%	70.6%	0.3%	0.4%	5.8%	3.3%
To Tell the Truth.	6-630	6.9	10.5	8.9	7.7	92.2	88.7	87.5	90.1	1.0	0.8	3.7	2.2
Adam 12.	630-7	3.3	3.0	9.0	6.9	92.3	90.9	86.4	88.3	4.4	6.1	4.6	4.8
Partridge Family	630-7	12.7	16.1	9.4	8.6	85.9	82.8	87.1	89.3	1.5	1.1	3.4	2.1
The Muppets.	630-7	10.6	18.4	7.8	7.0	88.3	80.1	84.5	88.1	1.1	1.5	7.7	5.0
Baa Baa Black Sheep. . . .	7 - 8	3.5	2.2	10.8	6.4	91.3	89.0	81.9	80.5	5.2	8.8	7.3	13.1
Happy Days	7-730	14.2	19.1	13.0	12.0	84.1	79.0	84.3	86.1	1.6	1.8	2.6	1.9
Laverne & Shirley.	730-8	5.4	8.8	10.1	10.5	88.3	85.2	86.0	86.3	6.2	6.1	3.9	3.2
MASH	8-830	3.6	3.3	10.8	8.4	82.7	79.8	82.9	83.9	13.7	17.0	6.2	7.7
Police Woman	8 - 9	1.9	2.3	8.2	7.0	83.4	75.7	82.7	83.1	14.7	22.0	9.0	9.9
Rich Man, Poor Man II. . .	8 - 9	1.7	2.3	7.7	6.3	70.1	60.9	66.2	63.1	28.2	36.7	26.0	30.6
One Day at a Time.	830-9	1.5	2.8	7.6	7.1	85.4	77.8	80.0	81.7	13.1	19.4	12.3	11.2
Family	9 - 10	4.1	8.4	7.7	9.4	77.6	68.5	73.7	75.6	18.3	23.1	18.6	15.0
Police Story	9 - 10	1.9	2.3	8.2	6.7	85.4	78.4	80.9	82.3	12.8	19.4	11.0	11.0
Switch	9 - 10	1.6	1.5	8.1	5.6	90.9	85.0	82.3	83.9	7.6	13.5	9.6	10.5
Wednesday Programs:													
Local TV news.	6-630	26.6	31.0	20.3	25.8	73.1	68.7	74.7	70.7	0.3	0.3	5.0	3.5
To Tell the Truth.	6-630	7.0	10.7	8.9	8.7	92.1	88.4	87.8	88.9	0.9	0.9	3.3	2.4
Adam 12.	630-7	3.5	3.2	9.1	6.5	92.0	90.5	84.8	88.1	4.5	6.2	6.1	5.3
Partridge Family	630-7	11.6	15.2	10.3	8.7	86.8	83.8	86.7	89.1	1.6	1.0	3.0	2.1
The Jeffersons	630-7	3.1	4.8	8.0	7.8	91.9	90.4	85.7	85.4	5.0	4.8	6.3	6.8
Good Times	7-730	4.8	6.4	9.2	8.7	91.3	89.4	86.5	87.7	3.9	4.2	4.3	3.6
Hollywood Squares.	7-730	3.7	5.4	6.1	5.9	93.5	91.6	84.8	88.6	2.8	3.1	9.1	5.5
Ball Four.	730-8	1.0	0.8	5.9	5.1	93.3	92.7	83.8	85.5	5.6	6.5	10.3	9.4
All in the Family.	8-830	5.2	4.8	9.3	8.1	82.7	78.9	83.6	82.2	12.2	16.4	7.1	9.8
Alice.	830-9	1.2	1.4	6.3	6.1	89.3	85.7	82.8	84.4	9.5	12.9	11.0	9.5
The Blue Knight.	9 - 10	1.8	1.9	6.9	4.2	90.0	85.9	80.4	79.8	8.3	12.2	12.7	16.0
The Quest.	9 - 10	2.6	3.4	8.8	6.1	92.0	89.8	82.3	83.4	5.4	6.9	8.9	10.5

See footnotes at the bottom of the first page of the table.

Table 78 (cont'd)

	Time	Must/Should Watch				No Advice				Shouldn't/Mustn't Watch			
		Parents		Children		Parents		Children		Parents		Children	
Thursday Programs:	B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Local TV news.	6-630	25.8%	29.9%	19.2%	22.8%	73.9%	69.8%	75.5%	73.1%	0.2%	0.2%	5.3%	4.1%
To Tell the Truth.	6-630	7.8	11.4	9.0	8.5	91.3	87.9	87.0	90.0	0.9	0.8	4.0	1.5
Adam 12.	630-7	3.5	3.3	9.2	5.5	91.8	90.6	85.7	88.9	4.6	6.1	5.1	5.6
Partridge Family	630-7	11.0	14.8	10.1	8.0	87.3	84.1	87.1	89.3	1.6	1.1	2.9	2.7
This Week: Looking In. . .	630-7	1.4	1.9	5.2	5.2	96.8	95.8	83.8	84.8	1.8	2.2	11.0	10.1
Gemini Man	7 - 8	2.0	2.0	9.1	6.0	94.4	91.9	85.3	87.1	3.6	6.1	5.6	6.9
Welcome Back, Kotter . . .	7-730	7.2	9.3	11.5	8.7	86.3	83.5	84.6	86.1	6.5	7.1	3.9	5.2
Barney Miller.	730-8	3.3	3.0	8.7	6.4	89.9	86.2	85.3	86.3	6.8	10.8	6.0	7.3
Hawaii Five-O.	8 - 9	2.2	2.3	8.5	5.8	89.0	83.9	83.9	86.1	8.8	13.8	7.5	8.1
Tony Randall Show.	8-830	2.4	2.2	7.1	5.8	94.1	92.2	85.4	88.0	3.5	5.6	7.5	6.2
Nancy Walker Show.	830-9	1.3	1.6	7.2	6.2	91.4	88.6	83.6	87.5	7.4	9.8	9.2	6.3
Barnaby Jones.	9 - 10	2.5	2.5	6.9	5.8	91.8	89.0	84.4	86.9	5.8	8.4	8.6	7.4
Dick Van Dyke & Co.. . . .	9 - 10	6.9	8.5	9.2	7.3	90.5	88.5	84.6	88.0	2.5	3.1	6.1	4.7
Streets San Francisco. . .	9 - 10	2.7	2.6	8.4	6.1	87.9	82.0	83.8	85.1	9.4	15.5	7.8	8.8
Friday Programs:													
Local TV news.	6-630	26.3	30.1	19.0	23.3	73.5	69.7	76.1	72.8	0.2	0.3	4.9	3.9
To Tell the Truth.	6-630	7.2	11.0	10.2	7.9	91.9	88.2	86.7	90.1	0.9	0.7	3.0	2.0
Adam 12.	630-7	3.7	3.4	8.5	5.9	91.2	90.5	86.2	88.9	5.1	6.0	5.2	5.2
Andy Williams.	630-7	4.0	6.1	5.4	5.3	94.6	92.4	85.5	88.2	1.3	1.5	9.0	6.5
Partridge Family	630-7	11.1	14.5	9.8	8.1	87.4	84.5	87.2	89.4	1.5	1.1	3.0	2.5
Donnie & Marie	7 - 8	12.0	17.6	10.3	10.4	86.6	81.0	86.7	87.4	1.5	1.3	3.0	2.2
Lawrence Welk.	7 - 8	6.9	6.7	6.4	6.0	92.0	92.0	83.8	86.4	1.0	1.3	9.9	7.6
Sanford and Son.	7-730	5.1	4.6	9.7	7.9	90.5	88.0	86.3	88.3	4.4	7.4	4.0	3.8
Chico and the Man.	730-8	3.7	3.3	9.0	6.5	92.0	90.4	87.3	89.0	4.3	6.4	3.6	4.5
Rockford Files	8 - 9	2.8	2.3	9.6	6.2	90.5	86.8	84.3	87.2	6.7	10.9	6.1	6.6
Serpico.	9 - 10	1.6	1.5	7.2	3.5	84.1	79.7	79.1	80.6	6.4	10.4	13.7	15.9

See footnotes at the bottom of the first page of the table.

Table 80 (cont'd)*

Type of Guidance by Demographic Group	Situation Comedies			Police Detective (14)	Musical/ Comedy (7)	Adult Drama (4)	Action Adventure (3)	Fantasy Adventure (2)	Quiz-Games (2)	Country-Western (2)	News & Inf'n (2)
	All (24)	Family (10)	Adult (14)								
NO ADVICE GIVEN											
Wichita											
Parents	87.6	88.2	87.2	85.4	87.6	72.1	88.7	91.4	90.7	92.6	74.3
Children	84.6	85.9	83.7	82.2	84.5	69.6	82.7	84.7	86.6	85.4	73.2
Non-Wichita											
Parents	87.2	89.0	85.9	85.1	86.3	69.1	89.4	92.8	91.6	93.1	77.7
Children	87.4	89.5	85.9	85.3	87.9	69.2	86.6	88.5	90.9	88.9	79.3
Fathers -35											
Fathers	88.5	88.9	88.2	86.9	88.2	73.8	88.1	92.9	92.2	93.0	77.8
Children	82.0	83.5	80.9	78.8	82.2	63.7	79.5	82.1	85.1	82.7	71.3
Fathers 35-49											
Fathers	89.2	90.2	88.4	87.8	89.0	77.3	91.0	93.0	92.7	93.6	76.3
Children	88.2	90.1	86.9	86.0	88.6	71.9	87.4	88.6	90.8	89.8	76.5
Fathers 50+											
Fathers	89.9	90.5	89.4	89.8	88.5	78.4	90.9	92.0	92.7	92.9	73.0
Children	89.2	91.5	87.5	87.9	88.7	71.8	88.8	90.8	82.5	89.5	79.5
Mothers - 35											
Mothers	85.2	86.0	84.6	82.1	85.6	63.5	86.2	90.7	89.0	91.8	75.5
Children	82.2	83.4	81.3	79.7	82.1	66.1	79.5	82.0	84.7	82.6	71.3
Mothers 35-49											
Mothers	87.4	89.0	86.2	84.3	86.6	67.8	89.5	92.1	91.0	93.6	75.7
Children	88.7	90.4	87.4	86.6	89.0	72.0	88.1	89.4	91.3	89.8	77.3
Mothers 50+											
Mothers	83.8	85.8	82.3	81.9	83.9	68.3	86.9	91.4	87.1	89.4	63.5
Children	88.5	90.5	87.1	85.7	87.2	74.1	88.3	89.7	89.0	89.7	76.7

---

* See footnotes at the bottom of the first page of this table.

Table 80 (cont'd)*

Type of Guidance by Demographic Group	Situation Comedies			Police-Detective (14)	Musical/Comedy (7)	Adult Drama (4)	Action Adventure (3)	Fantasy Adventure (2)	Quiz-Games (2)	Country-Western (2)	News & Inf'n (2)
	All (24)	Family (10)	Adult (14)								
NO ADVICE GIVEN											
Fathers: Less than high school											
Fathers	89.0	87.4	90.2	90.4	87.7	81.3	90.4	90.7	89.5	90.7	71.1
Children	82.0	83.4	81.0	80.4	81.2	69.5	81.1	83.6	83.4	82.8	71.3
Fathers: High school grads.											
Fathers	89.7	90.2	89.3	90.6	88.9	77.1	90.5	93.9	91.8	93.0	76.6
Children	86.2	87.6	85.3	85.5	86.2	70.6	85.4	87.3	88.2	86.1	74.9
Fathers: Some College											
Fathers	88.8	90.6	87.6	85.5	89.1	74.7	90.1	93.0	94.0	94.4	77.4
Children	88.2	90.4	86.7	84.9	89.0	69.5	87.0	88.3	91.9	90.1	77.1
Mothers: Less than high school											
Mothers	86.9	86.5	87.1	87.7	86.4	73.2	88.3	90.9	88.7	91.4	73.7
Children	80.6	81.9	79.6	79.1	79.1	69.1	78.6	81.4	82.6	80.1	69.4
Mothers: High school grads.											
Mothers	86.5	87.6	85.8	85.1	85.6	65.4	88.4	91.5	89.4	92.1	75.5
Children	85.9	87.3	84.9	84.8	86.1	69.9	85.2	86.4	88.0	87.6	74.8
Mothers: Some College											
Mothers	86.0	88.5	84.2	79.2	86.6	63.2	87.7	92.0	91.6	94.1	75.5
Children	88.6	90.4	87.3	84.6	89.2	69.5	86.6	88.6	92.0	89.3	77.6

* See footnotes at the bottom of the first page of this table.

Parents and children living in Wichita reported more positive guidance than did their counterparts living in towns and rural areas outside Wichita on all program types except one, "country-western music," for which the difference in reports by the two residence groups was not significant.

Age of the father had a definite influence on parental advice provided to children, although "linear trends" were not observed in most instances. There were trends in the guidance reported by fathers on "musical/comedy variety," "action-adventure drama," and "country-western music"--the younger the father, the more positive was the guidance. To a lesser extent this was also true of the children. In the absence of trends, in all but two instances, the younger fathers (under thirty-five years of age) reported more positive guidance than did the older fathers (fifty years of age or older). The two exceptions were "quiz-games shows" and "news and information" on which more positive guidance was reported by the older fathers.

Age of the father was also an important variable reflected in the children's reports. With one exception, the younger the fathers the more positive was the guidance reported by their children on all program types. The exception occurred in the case of "action-adventure drama" on which less positive guidance was reported by children of the middle-aged fathers (thirty-five to forty-nine years of age).

Age of the mother appeared to be a less consistent variable. Older mothers (fifty or more) reported more guidance than mothers under thirty-five on "adult situation comedy," "police-detective drama," "quiz-games shows," "country-western music," and "news and information." The reverse was true in the cases of "family situation comedy," "musical/comedy varieties," "adult drama," "action-adventure," and "fantasy adventure drama."

With respect to the children, those whose mothers were fifty years of age or older reported less guidance than children of the younger mothers in every case except "news and information."

Education of the parents had a significant and consistent effect on the amount of positive guidance reported. With three minor exceptions, the higher the educational attainments of the parents, the lower were the percentages of both parents and children reporting positive guidance. The minor exceptions occurred in the case of "news and information" programs.

Negative guidance on types of programs

Overall guidance, by program type. As Table 80 reveals, the program type for which the most negative guidance was reported was "adult drama." This was true of all respondents and all demographic groups. Approximately twenty-five per cent of all parents and children reported negative guidance on that program type--a proportion which was more than twice as great as that reported for the type which received the next most negative guidance ("police-detective drama"). The latter was followed by "adult situation comedy" in the incidence of negative guidance reported by both parents and children.

Guidance, by demographic groups. On four of the ten program types, parents reported more negative guidance than did their children. The four were "adult drama," "police-detective drama," and both types of situation comedy. On the other six types, children reported more negative guidance.

On eight of the ten program types, mothers reported more negative guidance than did fathers. The two exceptions were "quiz-games shows" and "news and information" for which there was no significant difference between mothers and fathers in their reports.

Boys and girls differed considerably in their reports of negative guidance. Boys reported more negative guidance on five types: "adult situation comedy," "musical/comedy varieties," "quiz-games shows," "country-western music," and "news and information." Girls, on the other hand, reported more negative guidance on "police-detective drama," "adult drama," "action-adventure," and "fantasy-adventure dramas." There was no difference between boys and girls in their reports on "family situation comedy."

The grade level of the student had a significant effect upon reports of negative guidance. For all ten program types, children in the grade shcools and their parents reported more negative guidance than did junior high students and their parents.

Race was also a significant, but inconsistent variable. With the exception of "news and information," White parents reported more negative guidance than Black parents on all program types. In contrast, with the same exception, Black children reported more negative guidance than did White children. The basis of this anomaly was not found in the data collected.

Place of residence did not have a consistent effect. Parents and children living outside Wichita reported more negative guidance on "family" and "adult" situation comedies, "police-detective drama," "musical/comedy varieties," "action-adventure" and "fantasy-adventure" dramas. They reported less guidance on "quiz-games shows," "country-western music," and "news-information." Children of non-Wichita parents generally paralleled their parents in reporting guidance on "adult" and "family" situation comedies, "musical/comedy varieties," and "adult drama," but reported less negative guidance than Wichita children on "action-adventure" and "fantasy-adventure" dramas.

Age of the father was not a consistent variable. With respect to the fathers themselves, the younger the father the lower were the proportions reporting negative guidance on "action-adventure drama," "fantasy adventure drama," "country-western music," and "musical/comedy variety" programs.

Age of the mother had significant effects upon reports of the children. The children of the youngest mothers (under thirty-five years of age) reported more negative guidance on all program types than did children of older mothers. There was not a consistent parallel, however, in their mothers' reports. The older mothers reported more negative guidance on both types of situation comedy, "musical/comedy variety" programs, "action-adventure dramas," "fantasy adventure dramas," and "country-western music."

Educational attainment of the parents apparently was responsible for six trends, at least with respect to the reports of the parents. The higher the level of formal schooling, the more negative was the guidance on "adult drama," "police-detective drama," "adult situation comedy," "action-adventure drama," and "country-western music." A slight reverse trend was noted in the case of "news and information programs." A parallel was noted in the children's reports for "news and information," "country-western music," and "adult drama."

In addition, trends were observed in children's reports only with respect to "musical/comedy variety" and "quiz-games shows"--the lower the educational attainments of the parents, the higher were the percentages of children reporting negative guidance. A reverse trend was noted in the case of "fantasy-adventure drama."

Lack of parental guidance

The last three pages of Table 80 present the percentages of respondents who reported no parental guidance, by type of program. Having examined the incidence of either positive or negative guidance, little further needs to be said about the lack of guidance. As Table 80 reveals, the incidence of "no advice" rises and falls, by type, depending on the amount of guidance reported in the two preceding subsections.

Once again, however, Table 80 demonstrates rather dramatically the very high percentages of both parents and children who reported no parental guidance, regardless of the type of program.

Parents' and Children's Reports of Parental Guidance on Saturday Morning Television Programs

Reports of all respondents

The laissez faire attitude apparent in the reports of parental guidance on evening programs was even more pronounced with respect to Saturday morning television programs. For the twenty-four programs listed in Table 81, the average of the percentages of parents reporting "no advice" was 91.9%--slightly higher than that computed from the reports by children (88.2%).

As Table 81 reveals there was little evidence of "required" viewing, a finding which was not unexpected, of course. Based on parents' reports, the program most frequently mentioned as one which children "must" watch was "In the News," a five-minute "news and current events" program broadcast eight times during the morning-normally before the hour and the half-hour. "In the News" was reported as "required" viewing by 2.6% of the parents. Only five other programs were reported as required viewing by more than one per cent of the parents.

Table 81

COMPARISON OF PARENTS AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Sex of Parents and Children -

Programs:	Time B'cast	Must Watch		Should Watch		No Advice		Shouldn't Watch		Mustn't Watch	
		Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Sylvester & Tweety. . . .	7-725	1.0%	4.5%	6.2%	2.8%	91.0%	89.1%	1.5%	1.9%	0.3%	1.8%
Tom & Jerry/Grape Ape . .	7-755	1.0	5.1	4.7	3.1	92.3	88.9	1.6	1.5	0.3	1.4
Woody Woodpecker Show . .	7-730	1.0	4.2	6.0	2.7	91.4	89.0	1.3	2.1	0.3	1.9
In the News[2].	725-730	2.6	2.0	19.0	6.9	76.8	84.5	1.2	2.7	0.4	3.9
Bugs Bunny/Road Runner. .	730-825	1.4	5.5	7.9	2.8	89.1	88.6	1.3	1.9	0.3	1.2
Mumbly Show	730-755	0.5	3.9	1.5	2.8	94.9	87.7	2.3	2.3	0.9	3.3
The Pink Panther.	730-9	1.1	5.1	5.7	2.9	91.2	88.8	1.7	1.8	0.3	1.5
School House Rock[3]. . . .	755-8	1.4	3.0	7.4	3.9	88.7	87.9	1.8	2.3	0.7	2.9
Jabberjaw	8-825	0.6	4.7	1.9	2.8	94.3	88.6	2.5	2.2	0.7	1.7
Scooby Doo/Dynomutt . . .	830-925	0.8	6.1	3.1	2.6	92.9	88.1	7.2	1.5	0.5	1.5
Tarzan, Lord of Jungle. .	830-855	0.6	4.2	2.2	2.9	93.9	88.3	2.6	2.2	0.7	2.5
McDuff, the Talking Dog .	9-930	0.5	4.1	2.2	2.8	94.2	88.3	2.4	2.0	0.8	2.8
Shazam/Isis Hour.	9-955	0.8	3.3	3.8	3.2	90.4	88.7	4.0	2.1	1.0	2.6
The Kroffts Super Show. .	930-1055	0.6	6.0	1.9	2.4	93.3	87.4	3.2	2.1	0.9	2.1
The Monster Squad	930-10	0.4	3.8	1.5	3.0	92.5	88.0	4.6	2.2	1.0	3.0
Ark II.	10-1025	0.4	3.2	1.4	2.5	94.8	87.8	2.5	2.6	0.9	3.9
Land of the Lost.	10-1030	0.5	4.2	2.9	2.7	92.1	88.9	3.8	1.9	0.8	2.3
Big John, Little John . .	1030-11	0.5	3.6	2.1	2.8	94.2	88.3	2.4	2.4	0.8	2.9
Clue Club	1030-1055	0.4	3.6	1.4	2.7	95.2	88.3	2.1	2.3	0.9	3.1
Fat Albert & Cosby Kids .	11-1125	1.2	5.0	7.4	2.7	88.9	88.7	2.0	1.7	0.6	1.9
Jr. Almost Anything Goes.	11-1125	1.2	2.4	5.9	2.8	90.3	88.3	1.9	1.9	0.7	1.6
Kids from C.A.P.E.R.. . .	11-1130	0.4	3.4	1.6	2.5	94.9	88.1	2.4	2.5	0.8	3.6
Muggsy.	1130-12	0.4	3.3	1.8	2.6	94.7	88.2	2.2	2.3	0.9	3.6
Way Out Games	1130-1155	0.6	3.9	2.8	3.0	93.8	87.9	2.2	2.3	0.6	3.0

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

A laizzez faire attitude was even more prevalent on the negative side of the "ledger." Only one program, "The Monster Squad", was reported as prohibited ("must not watch") by as many as one per cent of the parents.

The children's perceptions of positive and negative guidance were proportionately greater than those of their parents for all twenty-four programs. For twenty of the programs, the children reported more positive than negative guidance. The exceptions to the rule were "In the News," "The Monster Squad," "Ark II," and "Kids from C.A.P.E.R"--programs which were either comparatively unpopular with the children or had never been viewed by them. The differences between positive and negative guidance on these programs, however, were not great.

As noted in the preceding chapter, substantial percentages of parents had "never seen" some of the Saturday morning programs. But the lack of familiarity was not wholely responsible for the parents' lack of guidance. For example, the program with which the parents were most familiar--"Bugs Bunny/Road Runner"--still reflected a high percentage (89.6%) of parental reports of "no advice."

One can only conclude that parental guidance on specific Saturday morning programs was minimal, for whatever the reason. This conclusions reflects the perceptions of both parents and their children.

Differences attributable to the variable of sex

Table 82 compares the incidence of parental guidance as perceived and reported by fathers, mothers, boys, and girls. In the table, choices representing encouragement ("must" or "should" watch) were combined, and the combined percentages reflecting those choices will be interpreted as indices of "positive guidance." Similarly, the choices representing discouragement ("should not" or "must not" watch) were combined, and the combined percentages reflecting those choices will be interpreted as indices of "negative guidance."

On all twenty-four programs, mothers reported more positive guidance that fathers. Among the children, however, the effect of sex was in the opposite direction. Boys reported more positive guidance than girls on every program except "In the News."

With respect to negative guidance, little difference between the sexes was noted in the reports.

The program on which parents reported the most positive guidance was "In the News," nearly one of four and one of six of the mothers and fathers, respectively, reporting that their children "must" or "should" view that program. Parents' perceptions of positive guidance on "In the News" were not shared by their sons who reported the most positive guidance on one of their "top" favorites, "Scooby Doo/Dynomutt."

Positive guidance was reported by as many as ten per cent of the mothers on only three programs--"In the News," "School House Rock," and "Fat Albert & the Cosby Kids."

Table 82

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Sex of Parents and Children -

		Must/Should Watch				No Advice				Shouldn't/Mustn't Watch			
	Time	Parents		Children		Parents		Children		Parents		Children	
Programs:	B'cast	Men	Women	Boys	Girls	Men	Women	Boys	Girls	Men	Women	Boys	Girls
Sylvester & Tweety. . . .	7-725	5.7%	7.7%	8.2%	6.5%	92.4%	90.6%	87.6%	90.3%	1.9%	1.7%	4.2%	3.2%
Tom & Jerry/Grape Ape . .	7-755	5.0	5.8	9.9	6.7	93.0	92.3	87.1	90.4	2.0	1.9	3.0	2.9
Woody Woodpecker Show . .	7-730	6.0	7.0	8.5	5.5	92.3	91.4	87.2	90.6	1.7	1.6	4.3	3.9
In the News[2].	725-730	16.7	25.0	8.6	9.1	81.4	73.6	84.6	84.4	2.0	1.4	6.8	6.5
Bugs Bunny/Road Runner. .	730-825	8.1	9.3	9.6	7.0	90.1	89.1	87.2	89.9	1.7	1.6	3.2	3.1
Mumbly Show	730-755	1.4	2.0	7.7	5.9	95.2	95.0	87.2	88.2	3.4	3.0	5.1	5.9
The Pink Panther.	730-9	5.0	7.6	9.4	6.6	93.0	90.5	87.0	90.4	2.0	1.9	3.6	3.0
School House Rock[3]. . . .	755-8	5.3	10.9	7.5	6.4	91.6	86.8	86.8	88.9	3.0	2.2	5.7	4.7
Jabberjaw	8-825	1.7	2.6	8.9	6.3	94.9	94.3	86.9	90.1	3.4	3.0	4.2	6.3
Scooby Doo/Dynomutt . . .	830-925	2.8	4.1	10.8	7.0	93.7	92.9	86.2	90.1	3.5	3.0	3.0	2.9
Tarzan, Lord of Jungle. .	830-855	1.8	3.0	8.2	5.9	94.8	93.7	87.4	89.1	3.3	3.3	4.4	5.0
McDuff, the Talking Dog .	9-930	1.6	2.9	7.0	6.8	95.0	94.1	87.5	88.9	3.4	3.0	5.4	4.3
Shazam/Isis Hour.	9-955	3.3	5.1	7.2	6.0	92.1	98.6	87.5	89.8	4.6	5.3	5.3	4.2
The Kroffts Super Show. .	930-1055	1.4	2.8	9.3	7.5	94.4	93.1	86.4	88.3	4.2	4.1	4.3	4.2
The Monster Squad	930-10	1.0	2.1	7.4	6.2	93.8	92.1	86.9	88.9	5.2	5.8	5.7	4.9
Ark II.	10-1025	1.0	2.1	7.3	4.2	95.6	94.7	86.2	89.3	3.5	3.2	6.4	6.5
Land of the Lost.	10-1030	2.1	3.8	8.1	5.8	93.6	91.5	88.0	89.8	4.3	4.7	3.9	4.4
Big John, Little John . .	1030-11	1.5	2.9	7.0	5.9	95.0	94.0	87.6	88.9	3.5	3.0	5.4	5.2
Clue Club	1030-1055	0.9	1.9	8.0	4.8	96.0	95.2	87.0	89.5	3.0	2.8	5.0	5.7
Fat Albert & Cosby Kids .	11-1125	5.2	10.4	8.8	6.7	91.9	87.4	87.5	89.7	2.9	2.2	3.7	3.6
Jr. Almost Anything Goes.	11-1125	4.6	8.5	9.8	7.0	92.7	89.0	87.0	89.4	2.7	2.5	3.3	3.7
Kids from C.A.P.E.R.. . .	11-1130	1.1	2.3	6.4	5.4	95.5	94.9	87.2	88.8	3.5	2.8	6.4	5.8
Muggsy.	1130-12	1.2	2.5	6.3	5.4	95.6	94.6	87.6	88.8	3.2	2.9	6.1	5.8
Way Out Games	1130-1155	2.4	3.9	7.5	6.1	94.6	93.6	87.2	88.5	3.1	2.5	5.2	5.4

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Differences attributable to variables other than sex

In a succession of tables, analyses will be made of the effects upon parental guidance of several demographic variables--grade level of the student, race of the respondents, urban/rural residence, age of the parents, and the formal schooling of the parents. Again, as has been the practice in preceding chapters, only the "highlights" will be summarized in the following text. Readers may wish to examine the tables in more detail.

Because of the high incidence of "no advice," the percentages in the tables reporting positive or negative guidance necessarily will be small in most cases, and differences that will be noted will not always be statistically significant.

Effects of the grade level of the student. Table 83 reveals that on each of the twenty-four programs, children in the elementary grades (fourth through the sixth) and their parents reported more positive guidance than did the junior high school students and their parents.

For all programs, the percentage of the younger children reporting positive guidance approached or slightly exceeded ten per cent. The percentages of the parents reporting positive guidance, however, equalled or exceeded ten per cent in only five cases--"In the News," "School House Rock," "Fat Albert & the Cosby Kids," "Jr. Almost Anything Goes," and "Sylvester & Tweety."

Effects of the variable of race. For each of the twenty-four programs listed in Table 84, higher percentages of Black parents and their children than of Whites reported positive guidance. A similar pattern was noted in the negative guidance reported by Black children. However, White parents reported more negative guidance than did Black parents, although the differences between the two races frequently were not great.

Next to "In the News," "Fat Albert and the Cosby Kids" was the program mentioned most often by Black parents as one on which positive guidance was provided.

Effects of urban/rural residence. Wichita residents, both parents and children, reported more positive guidance than their non-Wichita counterparts on all twenty-four programs. Non-Wichita residents, in nearly every instance, reported more negative guidance, but the differences between the two residence categories frequently were small. (See Table 85.)

Effects of the age of the fathers. Tables 86 and 87 were developed to show the effects of the age of the fathers and mothers, respectively, upon parental guidance provided to their children. Omitted from the tables are the reports of "no advice." As a consequence, the percentages in the tables, are generally quite small.

On balance, younger fathers--those under thirty-five years of age--reported more positive guidance than the older fathers. Two "trends" were

Table 83

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Grade Level of Children -

		4th through the 6th grades						7th through the 9th grades					
		Must/Should Watch It		No Advice		Shouldn't/ Mustn't		Must/Should Watch It		No Advice		Shouldn't Mustn't	
Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Sylvester & Tweety. . . .	7-725	10.0%	11.9%	89.0%	83.7%	1.0%	4.3%	4.3%	2.3%	93.1%	94.8%	2.6%	3.0%
Tom & Jerry/Grape Ape . .	7-755	8.2	13.8	90.7	83.1	1.1	3.1	3.2	2.2	93.9	95.0	2.9	2.8
Woody Woodpecker Show . .	7-730	9.7	11.5	89.5	83.5	0.8	4.9	4.2	2.0	93.4	94.9	2.5	3.1
In the News[2].	725-730	28.4	11.8	70.6	78.6	1.0	9.6	14.4	5.6	83.3	90.8	2.3	3.5
Bugs Bunny/Road Runner. .	730-825	12.9	13.5	86.2	83.2	0.9	3.3	5.4	2.6	92.2	94.5	2.5	2.9
Mumbly Show	730-755	3.1	11.7	94.5	81.3	2.4	7.0	0.8	1.4	95.3	94.5	3.9	4.0
The Pink Panther.	730-9	9.4	13.2	89.4	83.1	1.1	3.8	4.1	2.3	93.0	94.9	2.9	2.8
School House Rock[3]. . . .	755-8	12.7	11.1	85.5	82.2	1.9	6.8	4.7	2.4	92.0	94.1	3.3	3.5
Jabberjaw	8-825	4.0	12.5	93.6	82.9	2.4	4.6	1.0	2.2	95.0	94.6	4.0	3.2
Scooby Doo/Dynomutt . . .	830-925	5.8	14.6	91.7	82.3	2.5	3.1	1.9	2.6	94.2	94.7	3.9	2.7
Tarzan, Lord of Jungle. .	830-855	4.4	11.7	92.8	82.6	2.7	5.7	1.1	2.1	95.0	94.3	3.9	3.6
McDuff, the Talking Dog .	9-930	4.1	11.6	93.5	82.3	2.4	6.1	1.1	1.9	94.9	94.8	4.0	3.4
Shazam/Isis Hour.	9-955	7.3	10.9	87.7	82.8	5.0	6.3	1.9	1.8	93.2	95.0	4.9	3.1
The Kroffts Super Show. .	930-1055	3.9	13.9	92.3	81.1	3.8	5.0	1.1	2.5	94.4	94.1	4.4	3.4
The Monster Squad	930-10	2.9	11.4	91.3	81.9	5.9	6.7	1.0	1.8	93.8	94.4	5.3	3.8
Ark II.	10-1025	2.8	9.4	94.4	81.4	2.7	9.2	0.8	1.8	97.1	94.7	4.1	3.6
Land of the Lost.	10-1030	5.2	11.4	90.4	83.6	4.4	5.0	1.6	2.1	93.9	94.6	4.5	3.3
Big John, Little John . .	1030-11	4.0	11.0	93.4	82.2	2.6	6.9	1.0	1.5	95.0	94.8	3.9	3.6
Clue Club	1030-1055	2.7	10.8	94.8	82.5	2.5	6.7	0.8	1.6	95.6	94.5	3.5	3.9
Fat Albert & Cosby Kids .	11-1125	12.5	12.8	85.7	82.9	1.9	4.4	4.5	2.3	92.3	94.9	3.2	2.8
Jr. Almost Anything Goes.	11-1125	10.2	13.6	87.9	82.3	1.9	4.1	3.9	2.6	92.8	84.6	3.4	2.7
Kids from C.A.P.E.R.. . .	11-1130	2.9	9.9	94.3	81.8	2.8	8.3	0.9	1.7	95.5	94.7	3.6	3.6
Muggsy.	1130-12	3.6	9.6	94.0	82.3	2.4	8.0	0.8	1.8	95.5	94.5	3.7	3.7
Way Out Games	1130-1155	5.3	11.6	92.4	81.7	2.3	6.7	1.5	1.8	95.2	94.5	3.4	3.8

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 84

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Race of Parents and Children -

		Must/Should Watch It				No Advice				Shouldn't/Must Not Watch			
		White		Black		White		Black		White		Black	
Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Sylvester & Tweety. . . .	7-725	6.3%	5.9%	15.2%	20.7%	91.9%	90.6%	82.5%	72.6%	1.8%	3.5%	2.2%	6.7%
Tom & Jerry/Grape Ape . .	7-755	5.0	6.4	12.6	26.9	93.0	90.6	85.9	69.5	2.0	3.0	1.5	3.6
Woody Woodpecker Show . .	7-730	6.2	5.3	14.4	20.4	92.1	90.8	84.1	71.0	1.7	3.8	1.1	8.6
In the News[2].	725-730	20.6	7.4	30.4	22.4	77.8	86.8	67.7	62.4	1.7	5.8	1.9	15.2
Bugs Bunny/Road Runner. .	730-825	8.2	6.6	18.6	22.8	90.1	90.5	80.3	70.4	1.7	3.0	1.1	6.8
Mumbly Show	730-755	1.3	5.5	8.0	17.8	95.4	89.6	90.1	69.9	3.3	4.9	1.9	12.3
The Pink Panther.	730-9	6.0	6.3	13.8	21.1	91.9	90.6	85.1	71.4	2.0	3.1	1.1	7.5
School House Rock[3]. . . .	755-8	7.9	5.7	17.6	15.3	89.5	89.8	80.9	70.6	2.7	4.5	1.5	14.1
Jabberjaw	8-825	1.9	6.1	9.1	20.5	94.9	90.2	88.6	72.3	3.2	3.7	2.3	7.2
Scooby Doo/Dynomutt . . .	830-925	3.1	7.1	14.2	24.4	93.6	90.0	83.9	72.0	3.3	2.9	1.9	3.7
Tarzan, Lord of Jungle. .	830-855	2.0	5.6	11.2	18.4	94.5	89.8	87.3	72.4	3.5	4.5	1.5	9.2
McDuff, the Talking Dog .	9-930	2.1	5.5	8.8	18.6	94.8	90.2	89.7	70.8	3.2	4.3	3.5	10.6
Shazam/Isis Hour.	9-955	3.8	5.1	13.1	19.9	90.9	90.5	83.6	70.5	5.2	4.4	3.4	9.6
The Kroffts Super Show. .	930-1055	1.9	7.1	8.8	18.4	94.0	89.0	87.0	72.4	4.2	4.0	4.2	9.2
The Monster Squad	930-10	3.1	5.7	8.0	16.7	92.8	89.5	89.0	69.8	5.8	4.8	3.0	13.6
Ark II.	10-1025	1.3	4.4	8.3	15.5	95.2	89.7	88.6	71.4	3.5	5.9	3.0	13.0
Land of the Lost.	10-1030	2.5	5.2	11.6	19.5	92.7	90.7	86.1	73.2	4.8	4.1	2.2	7.3
Big John, Little John . .	1030-11	1.8	5.0	10.5	19.3	94.9	89.9	86.1	72.7	3.3	5.1	3.4	8.1
Clue Club	1030-1055	1.1	5.2	8.9	15.3	95.8	90.0	87.5	71.8	3.1	4.7	2.6	12.9
Fat Albert & Cosby Kids .	11-1125	7.3	6.0	23.0	23.5	90.2	90.5	75.2	70.5	2.5	3.5	1.9	6.0
Jr. Almost Anything Goes.	11-1125	6.0	6.9	19.8	19.3	91.3	90.0	78.0	72.3	2.7	3.1	2.2	8.4
Kids from C.A.P.E.R.. . .	11-1130	1.3	5.0	10.3	12.6	95.5	89.6	97.8	73.6	3.3	5.4	1.9	13.8
Muggsy.	1130-12	1.5	4.7	9.5	13.5	95.4	90.0	88.3	74.2	3.1	5.3	2.3	12.3
Way Out Games	1130-1155	2.8	5.6	12.0	15.3	94.4	89.8	85.3	70.6	2.8	4.6	2.6	14.1

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 85

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Place of Residence -

		Must/Should Watch It				No Advice				Shouldn't/Must Not Watch			
		Wichita		Non-Wichita		Wichita		Non-Wichita		Wichita		Non-Wichita	
Programs:	Time B'cast	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children	Parents	Children
Sylvester & Tweety. . . .	7-725	7.8%	8.5%	6.1%	4.8%	90.7%	88.1%	91.5%	91.2%	1.5%	3.4%	2.4%	4.0%
Tom & Jerry/Grape Ape . .	7-755	6.3	9.5	5.0	5.5	92.3	87.9	92.3	91.0	1.5	2.6	2.7	3.5
Woody Woodpecker Show . .	7-730	7.3	8.3	6.5	4.1	91.4	87.9	91.3	91.4	1.3	3.8	2.2	4.5
In the News[2].	725-730	22.6	9.4	19.5	7.4	76.2	83.7	78.1	86.7	1.2	6.9	2.3	5.9
Bugs Bunny/Road Runner. .	730-825	9.7	9.3	8.5	6.0	89.1	87.8	89.1	90.7	1.2	2.9	2.4	3.2
Mumbly Show	730-755	3.2	8.4	1.4	3.4	95.1	86.1	94.5	91.0	2.5	5.4	4.1	5.6
The Pink Panther.	730-9	7.4	9.1	6.0	5.5	91.0	87.8	91.4	91.0	1.6	3.0	2.6	3.6
School House Rock[3]. . . .	755-8	9.6	8.0	7.1	4.5	88.4	86.9	89.4	90.2	2.0	5.0	3.5	5.3
Jabberjaw	8-825	3.0	8.8	1.7	4.7	94.3	87.6	94.3	90.9	2.8	3.6	4.0	4.4
Scooby Doo/Dynomutt . . .	830-925	4.3	10.1	3.3	6.0	92.7	87.3	93.1	90.7	3.0	2.7	3.6	3.2
Tarzan, Lord of Jungle. .	830-855	3.4	7.9	1.7	5.1	93.7	87.7	94.1	89.8	2.8	4.4	4.1	5.2
McDuff, the Talking Dog .	9-930	3.1	8.5	2.0	3.8	94.1	87.0	94.2	90.9	2.9	4.5	3.8	5.3
Shazam/Isis Hour.	9-955	5.2	7.6	3.7	4.3	90.2	88.0	90.8	90.4	4.3	4.4	5.5	5.4
The Kroffts Super Show. .	930-1055	2.9	9.4	2.0	6.4	93.2	86.3	93.5	89.8	3.9	4.3	4.4	3.8
The Monster Squad	930-10	2.2	7.9	1.4	4.4	92.4	87.0	92.7	90.2	5.1	5.1	5.3	5.5
Ark II.	10-1025	2.3	6.8	1.1	3.4	94.9	87.2	94.5	89.3	2.9	5.9	4.3	7.3
Land of the Lost.	10-1030	3.7	8.2	2.9	4.2	92.2	87.9	91.9	91.1	4.1	3.9	5.2	4.7
Big John, Little John . .	1030-11	2.9	7.5	2.1	4.3	94.3	87.4	94.1	90.2	2.9	5.1	3.8	5.5
Clue Club	1030-1055	2.2	7.3	1.1	4.2	95.3	87.5	95.1	90.3	2.5	5.1	3.7	5.5
Fat Albert & Cosby Kids .	11-1125	9.2	9.2	7.5	4.8	88.6	87.6	89.2	91.0	2.2	3.2	3.2	4.2
Jr. Almost Anything Goes.	11-1125	7.9	9.3	5.7	6.0	89.8	87.5	91.1	90.2	2.3	3.1	3.2	3.8
Kids from C.A.P.E.R.. . .	11-1130	2.2	7.1	1.4	3.5	95.0	86.9	94.7	90.4	2.8	6.0	3.8	6.1
Muggsy.	1130-12	2.6	6.6	1.3	4.2	94.9	87.4	94.5	90.1	2.6	6.0	4.0	5.7
Way Out Games	1130-1155	2.6	6.6	1.3	4.2	94.9	87.4	94.5	90.1	2.6	6.0	4.0	5.7

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes.

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

observed--the younger the father, the greater were the percentages reporting positive guidance on "In the News" and "School House Rock."

Exceptions to the "pattern" were noted in the cases of "Big John, Little John," "Clue Club," and "Kids from C.A.P.E.R.," on which the older fathers (those over fifty) reported more positive guidance.

With respect to negative guidance, it is interesting to note that the middle-aged fathers (thirty-five to forty-nine years of age) generally reported more negative guidance than either their younger or older counterparts.

The children of the younger fathers reported more positive guidance on all programs except "In the News." They also generally reported more negative guidance on the listed programs.

Effects of the age of the mothers. In Table 87, the pattern of the effects of the age of mothers was similar to that observed for fathers. In every case, the younger mothers (under thirty-five) reported more positive guidance than the older mothers. The middle-age mothers (thirty-five to forty-nine) reported the least positive guidance on all programs except "Tom & Jerry/Grape Ape," "School House Rock," and "Jr. Almost Anything Goes." In these two instances, the middle-age mothers reported more positive guidance than the older mothers.

With respect to negative guidance, the pattern was much less consistent, the effects of the mothers' age varying from program to program. Again, when dealing with such small percentages, statistically significant differences often were not apparent.

With two exceptions, the children of the youngest mothers reported more positive guidance on all programs. The exceptions were "In the News" and "Ark II" on which children of the older mothers (fifty or more years of age) reported more positive guidance.

Effects of the fathers' level of formal schooling. Table 88 and 89 were constructed to analyze the effects upon guidance of the level of formal schooling of fathers and mothers, respectively. Again, the percentages reporting "no advice" are omitted.

In Table 88, it will be seen that the less educated fathers--those who had not completed high school--reported greater positive guidance on all programs except "In the News" and "Fat Albert & the Cosby Kids." More positive guidance on "In the News" was reported by college-educated fathers. "Fat Albert & the Cosby Kids" reflected greater positive guidance by the middle educational group--those who had graduated from high school.

In every case, the most negative guidance was reported by the college-educated fathers.

The reports of the children generally paralleled those of their fathers.

Table 86

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Age of the Fathers -

Programs:	Time B'cast	Must/Should Watch It						Shouldn't/Must Not Watch It					
		Under 35		35-49		50 or more		Under 35		35-49		50 or more	
		Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Sylvester & Tweety. . . .	7-725	7.8%	10.0%	4.9%	4.8%	5.9%	3.9%	0.6%	3.1%	2.4%	3.7%	2.0%	1.5%
Tom & Jerry/Grape Ape . .	7-755	6.3	11.0	4.6	5.7	4.5	4.4	0.6	3.1	2.5	3.0	2.5	1.0
Woody Woodpecker Show . .	7-730	8.2	8.5	5.0	4.6	6.9	3.4	0.6	4.5	2.2	3.8	1.5	2.0
In the News[2].	725-730	25.1	8.2	14.2	7.2	10.9	8.4	0.6	8.2	2.4	5.5	2.5	3.4
Bugs Bunny/Road Runner. .	730-825	11.7	11.2	7.0	5.4	6.4	5.4	0.6	2.9	2.2	3.0	1.5	2.0
Mumbly Show	730-755	1.8	8.4	1.2	3.8	2.0	3.9	1.8	6.2	4.1	5.2	3.0	3.4
The Pink Panther.	730-9	7.2	9.9	4.2	5.6	4.4	4.4	0.8	3.0	2.6	3.4	1.5	1.0
School House Rock[3]. . . .	755-8	8.0	7.6	4.6	5.6	3.0	2.5	0.8	6.4	3.5	4.5	3.5	3.0
Jabberjaw	8-825	2.0	9.8	1.6	5.1	2.0	4.0	2.2	3.3	3.8	4.1	3.5	1.5
Scooby Doo/Dynomutt . . .	830-925	3.9	11.9	2.3	6.1	3.0	4.9	3.1	3.1	3.8	2.6	2.5	1.0
Tarzan, Lord of Jungle. .	830-855	2.5	7.7	1.6	5.4	1.5	3.5	2.0	5.0	3.9	4.3	3.0	2.5
McDuff, the Talking Dog .	9-930	2.4	8.1	1.4	4.8	1.0	3.9	2.2	4.7	3.8	4.3	3.0	3.0
Shazam/Isis Hour.	9-955	6.1	8.1	2.4	4.8	2.5	4.4	4.1	5.5	5.1	4.2	2.5	2.0
The Kroffts Super Show. .	930-1055	2.2	9.8	1.1	6.4	1.5	3.9	3.7	5.1	4.5	3.5	3.0	1.5
The Monster Squad	930-10	2.0	8.2	0.7	4.9	1.0	4.0	4.3	5.4	5.5	4.7	5.0	1.5
Ark II.	10-1025	1.0	6.8	0.7	4.0	0.5	4.0	1.6	7.4	4.3	5.8	2.5	2.5
Land of the Lost.	10-1030	2.4	8.7	2.0	4.5	2.5	3.9	3.5	4.4	4.8	3.7	3.0	3.4
Big John, Little John . .	1030-11	1.8	8.2	1.0	4.5	3.5	2.5	2.0	6.2	4.1	4.9	3.5	3.0
Clue Club	1030-1055	1.2	8.1	0.6	4.6	2.0	3.0	1.8	5.4	3.7	4.4	2.0	3.0
Fat Albert & Cosby Kids .	11-1125	9.2	9.3	4.0	5.6	3.5	4.0	1.2	3.4	3.7	3.3	1.5	2.5
Jr. Almost Anything Goes.	11-1125	7.4	10.8	3.7	6.0	3.0	4.9	1.4	2.8	3.3	3.5	2.5	1.5
Kids from C.A.P.E.R.. . .	11-1130	0.8	7.9	1.1	4.3	1.5	2.5	2.4	6.3	4.0	5.1	2.5	3.0
Muggsy.	1130-12	1.6	7.2	1.1	4.4	1.0	3.5	1.6	6.6	3.8	5.2	3.0	3.5
Way Out Games	1130-1155	3.5	8.9	2.0	5.1	2.0	3.0	1.6	6.5	3.7	4.1	3.0	3.0

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes. The difference between 100% and the sum of the two percentages for "must/should" and "shouldn't/must not" is the percentage which reported "no guidance."

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 87

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Age of the Mothers -

		Must/Should Watch It						Shouldn't/Must Not Watch It					
		Under 35		35-49		50 or more		Under 35		35-49		50 or more	
Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Sylvester & Tweety. . . .	7-725	10.1%	7.9%	5.7%	4.8%	9.0%	5.9%	1.0%	3.3%	2.0%	3.3%	2.5%	4.2%
Tom & Jerry/Grape Ape . .	7-755	7.9	11.2	4.2	5.3	3.3	5.0	1.3	2.7	2.4	2.5	2.5	2.5
Woody Woodpecker Show . .	7-730	9.9	9.7	4.6	4.2	7.4	5.8	1.0	4.0	1.9	3.3	2.5	5.0
In the News[2].	725-730	33.4	10.1	18.5	6.7	22.5	13.4	0.8	7.7	1.8	5.3	1.7	4.2
Bugs Bunny/Road Runner. .	730-825	12.0	10.3	7.0	5.6	9.8	8.3	1.0	3.1	2.0	2.7	2.4	2.5
Mumbly Show	730-755	2.6	9.5	1.4	4.3	2.5	3.4	2.6	5.9	3.2	4.6	3.4	5.1
The Pink Panther.	730-9	9.7	10.5	5.8	5.2	7.4	6.7	1.4	3.3	2.2	3.0	3.3	5.2
School House Rock[3]. . . .	755-8	16.3	9.1	7.0	4.5	5.8	5.9	1.5	5.6	2.8	4.6	2.5	5.1
Jabberjaw	8-825	3.8	10.4	1.7	4.6	3.3	5.9	2.5	3.7	3.4	3.5	2.5	4.2
Scooby Doo/Dynomutt . . .	830-925	5.9	11.9	2.7	5.5	4.1	5.8	2.7	3.2	3.2	2.5	2.5	2.5
Tarzan, Lord of Jungle. .	830-855	4.2	9.0	2.1	4.8	3.3	4.3	2.7	5.1	3.7	3.7	2.5	6.0
McDuff, the Talking Dog .	9-930	4.0	8.9	1.9	4.7	3.3	4.2	2.8	5.3	3.1	3.8	3.3	5.1
Shazam/Isis Hour.	9-955	8.1	8.3	2.8	4.2	3.3	7.5	5.3	5.4	5.2	3.7	4.1	3.3
The Kroffts Super Show. .	930-1055	3.6	11.7	2.3	5.2	2.5	8.4	4.1	4.6	4.2	3.4	2.5	2.5
The Monster Squad	930-10	3.2	8.4	1.0	5.0	3.3	5.9	5.8	6.1	5.9	4.1	5.0	4.2
Ark II.	10-1025	2.6	6.8	1.7	4.0	2.5	7.5	2.5	7.6	3.5	5.1	3.4	4.2
Land of the Lost.	10-1030	5.2	9.2	2.6	4.1	3.4	7.5	5.0	4.3	4.5	3.5	4.2	5.8
Big John, Little John . .	1030-11	3.9	8.7	2.1	3.7	2.5	5.9	2.7	5.9	3.3	4.4	2.5	5.9
Clue Club	1030-1055	2.5	7.9	1.5	4.6	1.7	5.0	2.3	5.9	3.1	4.1	3.3	5.0
Fat Albert & Cosby Kids .	11-1125	15.3	9.7	6.6	5.3	8.3	6.8	1.7	3.6	2.7	3.1	1.7	3.4
Jr. Almost Anything Goes.	11-1125	11.4	11.2	6.5	5.2	4.1	7.6	1.4	3.0	3.2	3.2	3.3	2.5
Kids from C.A.P.E.R.. . .	11-1130	3.2	8.0	1.5	3.7	2.6	3.4	2.6	7.2	3.0	4.4	1.7	6.8
Muggsy.	1130-12	4.0	7.3	1.2	4.0	3.4	6.7	2.2	6.9	3.2	4.6	3.4	5.0
Way Out Games	1130-1155	4.5	8.9	3.3	4.7	4.2	3.4	2.1	6.1	2.8	4.0	1.7	6.9

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes. The difference between 100% and the sum of the two percentages for "must/should" and "shouldn't/must not" is the percentage which reported "no guidance."

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Table 88

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Fathers' Highest Level of Formal Schooling -

		Must/Should Watch It						Shouldn't/Must Not Watch It					
		Not Hi Grad.		High Grad.		1+ Yrs Coll.		Not Hi Grad.		High Grad.		1+ Yrs Coll.	
Programs:	Time B'cast	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children	Fathers	Children
Sylvester & Tweety. . . .	7-725	8.1%	10.7%	7.0%	6.2%	4.4%	5.0%	1.4%	3.6%	0.6%	2.8%	2.6%	3.3%
Tom & Jerry/Grape Ape . .	7-755	7.4	12.1	6.2	8.1	3.7	5.1	1.4	2.5	0.6	2.1	2.9	3.2
Woody Woodpecker Show . .	7-730	8.5	9.0	7.8	6.2	4.4	4.2	1.4	5.4	0.5	3.3	2.4	3.6
In the News[2].	725-730	16.2	10.4	16.0	8.3	17.5	6.3	2.2	10.0	1.0	5.9	2.4	5.0
Bugs Bunny/Road Runner. .	730-825	10.3	13.5	7.8	6.4	7.9	5.5	1.4	1.8	1.5	2.8	2.4	3.1
Mumbly Show	730-755	3.2	8.6	1.0	6.0	1.1	3.4	3.2	7.2	2.0	4.1	4.0	5.5
The Pink Panther.	730-9	5.7	12.1	6.0	7.0	4.1	5.0	1.4	2.5	1.0	2.3	2.7	3.6
School House Rock[3]. . . .	755-8	7.5	9.7	5.6	5.9	4.7	4.7	2.5	5.7	1.8	4.3	3.9	4.8
Jabberjaw	8-825	3.2	9.6	1.6	6.8	1.3	5.1	2.5	3.6	1.8	3.3	4.4	3.6
Scooby Doo/Dynomutt . . .	830-925	4.3	11.7	3.1	7.6	2.2	6.2	1.8	1.1	2.0	2.3	4.8	3.1
Tarzan, Lord of Jungle. .	830-855	4.6	8.6	1.8	3.4	1.1	4.6	2.8	5.7	1.5	3.6	4.4	4.3
McDuff, the Talking Dog .	9-930	3.9	8.9	1.3	6.1	1.0	4.2	2.9	4.6	1.6	3.8	4.3	4.4
Shazam/Isis Hour.	9-955	7.5	11.3	2.9	6.4	2.5	4.0	3.9	4.6	2.6	3.9	5.8	4.2
The Kroffts Super Show. .	930-1055	2.5	10.4	1.1	8.9	1.1	5.3	4.3	2.9	2.9	2.9	4.8	4.1
The Monster Squad	930-10	2.1	9.9	1.0	5.6	0.8	4.5	3.6	5.0	3.8	4.6	6.3	4.3
Ark II.	10-1025	2.5	8.3	0.3	4.4	0.8	4.1	2.9	5.8	2.0	6.6	4.2	5.1
Land of the Lost.	10-1030	5.4	11.1	1.8	6.3	1.5	3.6	2.1	3.6	3.3	3.1	5.4	4.3
Big John, Little John . .	1030-11	3.6	9.0	1.5	6.2	0.8	3.8	2.5	6.8	2.1	4.4	4.4	4.9
Clue Club	1030-1055	3.2	9.1	0.5	5.7	0.5	4.2	2.5	4.7	1.3	4.6	4.0	4.1
Fat Albert & Cosby Kids .	11-1125	5.3	12.1	6.5	6.7	4.5	4.7	2.5	2.5	1.8	3.1	3.4	3.3
Jr. Almost Anything Goes.	11-1125	8.2	12.2	4.9	6.8	3.5	5.9	1.8	2.9	1.3	2.6	3.8	3.3
Kids from C.A.P.E.R.. . .	11-1130	2.5	8.2	0.8	5.9	0.8	3.9	2.5	7.2	2.0	4.8	4.3	4.7
Muggsy.	1130-12	3.6	9.3	0.8	5.3	0.8	3.8	2.1	5.7	2.1	5.8	4.0	4.9
Way Out Games	1130-1155	5.0	9.3	3.1	6.4	1.2	4.7	1.8	4.6	2.1	4.4	3.8	4.4

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents vaired slightly. See Appendix B for sample sizes. The difference between 100% and the sum of the two percentages for "must/should" and "shouldn't/must not" is the percentage which reported "no guidance."

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

Effects of the mothers' level of formal schooling. As Table 89 reveals, the effects of the level of formal schooling on parental guidance was even more evident in the mothers' reports. In all but one case, "In the News," the higher the educational attainment of the mother, the less positive was the guidance on all programs.

In most cases consistent trends were observed in the incidence of negative guidance. The higher the educational attainment of the mothers, the more negative was the guidance provided to their children.

The reports of children paralleled those of their mothers in every instance with respect to positive guidance. However, with respect to negative guidance, the parallel disappeared. In fact, in all but two instances, more negative guidance was reported by children of mothers who had not graduated from high school. Two exceptions were "Tom & Jerry/Grape Ape" and "The Pink Panther."

Table 89

COMPARISON OF PARENTS' AND CHILDREN'S REPORTS OF PARENTAL GUIDANCE ON SATURDAY MORNING TELEVISION PROGRAMS[1]

- By Mothers' Highest Level of Formal Schooling -

		Must/Should Watch It						Shouldn't/Must Not Watch It					
		Not Hi Grad.		High Grad.		1+ Yrs. Coll.		Not Hi Grad.		High Grad.		1+ Yrs Coll.	
Programs:	Time B'cast	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children	Mothers	Children
Sylvester & Tweety. . . .	7-725	11.1%	11.6%	8.7%	6.9%	4.9%	4.5%	0.9%	4.9%	1.4%	2.5%	2.3%	3.5%
Tom & Jerry/Grape Ape . .	7-755	7.7	13.4	6.5	8.2	3.6	4.6	1.1	2.5	1.7	2.0	2.7	3.3
Woody Woodpecker Show . .	7-730	10.2	12.3	7.7	6.5	4.6	3.9	0.9	4.9	1.4	2.7	2.2	4.1
In the News[2].	725-730	23.9	12.6	23.9	7.9	26.5	6.9	1.1	10.7	1.0	5.6	1.8	5.0
Bugs Bunny/Road Runner. .	730-825	12.2	13.5	9.9	7.6	6.9	5.1	1.1	3.5	1.4	2.3	2.2	3.2
Mumbly Show	730-755	4.6	9.8	2.1	7.2	0.5	3.9	2.3	7.2	2.6	4.3	3.6	5.1
The Pink Panther.	730-9	9.0	13.0	7.8	7.7	6.4	4.7	1.6	3.2	1.6	2.6	2.6	3.5
School House Rock[3]. . . .	755-8	14.2	9.6	10.4	7.4	9.5	3.9	2.1	7.7	1.8	4.1	2.8	4.8
Jabberjaw	8-825	5.7	11.3	2.6	8.0	1.0	4.3	2.0	4.2	2.6	3.0	3.9	3.9
Scooby Doo/Dynomutt . . .	830-925	6.6	13.6	4.3	8.7	2.6	5.4	2.3	3.2	2.4	2.3	3.9	3.0
Tarzan, Lord of Jungle. .	830-855	6.1	10.5	2.9	7.3	1.4	3.7	2.5	6.1	2.8	3.2	4.1	5.0
McDuff, the Talking Dog .	9-930	5.7	12.3	3.0	6.0	1.4	4.2	1.8	6.3	2.7	4.1	3.8	4.1
Shazam/Isis Hour.	9-955	9,0	11.0	4.9	6.4	3.3	3.4	2.0	4.8	5.2	4.4	6.9	4.2
The Kroffts Super Show. .	930-1055	5.0	12.6	2.6	8.8	1.9	5.3	2.5	4.4	3.7	3.4	4.9	4.1
The Monster Squad	930-10	4.3	11.4	2.1	6.2	0.8	4.1	3.9	6.3	5.1	4.7	7.4	4.4
Ark II.	10-1025	4.3	9.6	2.1	4.8	0.9	4.4	2.3	8.4	2.5	5.9	4.2	5.2
Land of the Lost.	10-1030	6.5	11.1	4.1	7.5	1.9	3.1	3.4	4.6	4.4	3.2	5.7	4.4
Big John, Little John . .	1030-11	5.2	10.7	3.0	6.4	1.7	3.2	1.6	7.5	2.8	4.4	3.9	4.8
Clue Club	1030-1055	4.6	8.5	1.6	6.6	0.8	4.1	1.8	9.0	2.4	3.8	3.7	4.3
Fat Albert & Cosby Kids .	11-1125	13.5	12.0	10.3	7.4	8.8	4.7	2.0	4.2	1.9	2.9	2.8	3.4
Jr. Almost Anything Goes.	11-1125	11.0	12.3	8.8	8.5	6.4	5.2	1.4	3.9	2.3	2.6	3.0	3.2
Kids from C.A.P.E.R.. . .	11-1130	4.6	9.1	2.2	5.5	1.1	3.9	1.4	9.1	2.8	5.3	3.4	4.7
Muggsy.	1130-12	5.9	9.6	2.3	5.7	1.1	3.4	2.3	7.9	2.4	5.5	3.4	4.6
Way Out Games	1130-1155	6.3	9.8	3.9	7.3	2.4	3.8	1.4	8.4	2.2	4.1	3.0	4.6

---

[1] Programs are those scheduled for broadcast on Nov. 13. For each program, the number of respondents varied slightly. See Appendix B for sample sizes. The difference between 100% and the sum of the two percentages for "must/should" and "Shouldn't/must not" is the percentage which reported "no guidance."

[2] Five-minute program broadcast also at 7:55, 8:25, 8:55, 9:55, 10:25, 10:55, 11:25, and 11:55.

[3] Five-minute program broadcast also at 8:25, 9:25, 10:55, and 11:25.

CHAPTER X

SUMMARY

Origin, Objectives, and Scope of the Study

Origin of the study. This report is the end product of a proposal submitted to the ABC Television Network on March 11, 1976. The proposal responded to the network's solicitation of pilot research studies on "attitudes, emotions, learning, behavior, and perception of the television viewer, especially with regard to children." The solicitation was addressed to over 500 universities and colleges throughout the country.

On July 1, 1976, ABC-TV awarded a grant of $20,000 for the conduct of this study, along with similar grants to four other institutions of higher learning: Harvard University, University of Pennsylvania, University of North Carolina, and the University of Georgia. Wichita State University committed additional funds to supplement the ABC-TV award. The five projects for which awards were made are separate and independent investigations, and none of the other four parallels this study.

In making the award, ABC-TV affirmed its intent to respect the academic integrity and autonomy of the University and the individual investigator. The study was conducted without prior or substantive restraints by the grantor and without preconceptions of either party. In submitting the findings, neither the University nor this writer poses as a defender, apologist, or critic of the television industry in general, or ABC-TV in particular.

Objectives of the study. The research questions which were submitted in the proposal to ABC-TV, and to which this study has been addressed, were:

1. What is the incidence and amount of children's viewing before, during, and after the "family viewing period" (6:00 to 8:00 P.M. CST)?

2. What are the attitudes of children and their parents toward specific programs broadcast during and after the "family viewing period" on each night of the week, Sunday through Saturday, from 6:00 P.M. to 10:00 P.M.?

3. What are the attitudes of children and their parents toward specific programs broadcast on Saturday mornings?

4. To what extent do parents require their children to stop viewing television at specified times in the evenings before school days and before non-school days?

5. What parental guidance is provided to children on the viewing of specific programs broadcast in the evening and on Saturday mornings, and how do children's and parents' perceptions of such guidance, obtained independently of and separately from each other, compare?

6. What are the effects of demographic variables (age, sex, education, race, degree of urbanization, and parental relationship) and multiple-set availability upon viewing habits, program preferences, and parental guidance?

Scope of the study. The investigation was limited to the viewing habits, program preferences, and parental guidance of school children in the fourth through the ninth grades in the public schools of Sedgwick County, Kansas. Excluded were students enrolled in parochial and private schools, and handicapped students in special education classes for whom participation in the survey would have been difficult or inappropriate. As a result, the scope of the study was restricted to approximately eighty-five per cent of the students enrolled in the six grades in Sedgwick County.

Methodology

With the assistance of the superintendents of the ten unified school districts (USD) in Sedgwick County (see Figs. 2 and 3), a stratified random sample was drawn. "Cluster sampling" was employed to obtain proportional representation of two major strata: the Wichita school district (USD 259), which accounted for approximately seventy per cent of the total enrollment of the six grades in Sedgwick County; and the other nine school districts which, combined, accounted for the remainder, and which included residents in small towns and rural areas outside Wichita.

Questionnaires were developed and pretested, the final versions of which appear in Appendix C.

During the survey week of November 15-19, 1976, children in 254 randomly selected classes completed questionnaires at school. These were returned by the instructors to the University directly or through the school districts' internal distribution systems.

At the end of the school day, following completion of the questionnaire, each student took home two questionnaires for his parents or other responsible adults to complete. The parents' responses were returned through the postal system directly to the University in self-addressed, no-postage-required envelopes.

Participation by both student and parent was voluntary, and complete anonymity was provided for each. Comparison of the responses of child and parent was possible by matching the serial numbers of their questionnaires which were identical except for the initial digit: "1" identified the student; "2," the parent(s).

Net returns from the students totalled 5,167, representing a response rate of nearly ninety per cent of the attempted completions. The parents of slightly over one-half of the students (52.3%) responded with one or both of their questionnaires, for a net total of 4,882.

Analyses of the student and parent returns revealed that the in-house-tab samples compared quite favorably with the known dimensions of the target population--grade levels within each stratum, and sex and racial distributions. Analyses of the samples and a complete description of the methodology employed are provided in Chapter II.

Major Findings

Reduction of the mass of data collected in the survey to a few, simply stated conclusions was an agonizing task. Findings that would be salient for some readers might be relatively unimportant to others. Compounding the task was the need to avoid oversimplification and, perhaps even more importantly, to guard against unwarranted coloring of the conclusions by the writer's perceptions and subliminal biases. Based on a determined effort to avoid value judgments, the following subsections summarize the major findings as they relate directly to the six research questions posed above. These findings will be annotated by citations of appropriate chapters and tables for those readers who wish to review them or to pursue them in greater detail. In the "style" of Jack Webb, here are the "facts."

Incidence and amount of children's viewing.

Owing to the fact that the children completed their questionnaires in the classroom and reported their viewing by half-hour periods "yesterday," the findings apply only to viewing during the late afternoons and in the evenings before school days, Sunday through Thursday.

Reports of the children reveal that they devoted approximately three and one-half hours daily to television in the afternoons and evenings before school days. Of that average, one hour of viewing occured prior to the start of the "family viewing period" (6:00 P.M. CST). (Table 7.)

Many children commenced viewing shortly after the end of school. Between 4:00 and 5:00 P.M., over one-half of the children reported viewing during each half-hour period. A valley in the viewing profile was noted from 5:00 to 6:00 P.M., a period during which network and local station newscasts were prevalent. After 6:00 P.M., the incidence of viewing rose to a peak between 7:00 and 9:00 P.M., approximately 60% of the children viewing during each half-hour period. The incidence of viewing declined slightly during the next hour and then plunged sharply at 10:00 P.M. Suffice it to say that between the end of the "family viewing period" and 10:00 P.M., forty to sixty per cent of the children watched television in the evenings before school days. (Table 7.)

Children in the elementary schools were heavier viewers than junior high school students from 4:30 to 6:00 P.M. Between 6:00 and 9:00, little difference was observed in the viewing reported by children in all six grades. Thereafter, the younger children, especially those in the fourth and fifth grades, devoted less time to television (Table 8). Other demographic analyses are provided in Tables 9 through 12.

Parental limitations on children's evening viewing

Respondents were asked if there were specified times in the evening beyond which children were not permitted to view television. For ease and brevity of expression, those times are labelled "cutoff times." Perceptions of parental restraints differed among parents and children, the latter generally reporting less limitations and later "cutoff times."

Nights before school days. Approximately 15% of the children and 8% of the parents reported no limitations on viewing, i.e., the children were not required to stop watching television at any specified time. (Table 42.)

Little limitation on viewing before 8:00 P.M. was observed in the reports of either parents or their children. The most frequently reported "cutoff time" was 10:00 P.M., according to slightly more than one-third of both parents and children. Between the end of the family viewing period and 10:00 P.M., the cumulative percentages of parents and children reporting cutoff times reached 56% and 41%, respectively. Ten per cent of the children reported that they were not required to stop viewing until 10:30 P.M. (Table 42.)

Nights before non-school days. There was much less parental restraint on children's viewing on Friday and Saturday nights. At 10:00 P.M., cumulative percentages of parents and children reporting "cutoff times" were 25% and 13%, respectively. Approximately 60% of the parents and 70% of the children reported no limitations on viewing in the evenings before non-school days. (Table 42.)

Effects of demographic variables. Both parents and children in homes with multiple sets consistently reported less restriction on viewing. (Tables 16, 46, and 47.)

Little effect of the educational attainments of parents was observed in the restrictions placed on children's viewing before 10:00 P.M. On nights before non-school days, however, the higher the educational attainment of the parents, the lower were the cumulative percentages of parents reporting no limitations on their children's viewing. (Tables 48 and 49.)

Age of the parent was significant. The younger the parents, the higher were the percentages of parents who reported restrictions on their children's viewing. (Tables 50 and 51.)

Children's non-compliance with parental restrictions. By comparing the children's reports of viewing "yesterday evening" with parents' reports of "cutoff times," it was possible to estimate the extent to which children complied with those "cutoff times." On nights before school days, the percentages of children who watched television beyond the "cutoff times" of 9:00 P.M. and 10:00 P.M. (the two most frequently reported "cutoff times") were 40% and 20%, respectively. Non-compliance was not substantially greater in multiple-set homes at those times. (Table 53.)

Attitudes of parents and children toward evening programs

Attitudes of parents. Attitudes toward programs varied among both parents and children, and the effects of the sex of the viewer were evident in the identification of "favorite" and "disliked" programs.

Of the sixty-eight different specific programs listed on the questionnaire, the "top twenty favorites" were determined for both men and women. While they frequently differed in the intensity of their preferences, men and women shared attitudes toward twelve of the "top twenty." (Table 54.)

For both men and women, ten of the "top twenty" favorites were broadcast during the family viewing period. Although fourteen "police-detective" dramas appeared in the list of sixty-eight programs, only three appeared in the twenty programs most favored by men and women--"Starsky & Hutch," "Streets of San Francisco" (by both sexes), and "Kojak" (by men only). (Table 54.)

It appeared that some type of sex-identification operated in the adults' program preferences. Eight of the "top twenty" favorites reported by men only featured male performers and actors: "Monday Night Football," "Hee Haw," "Rockford Files," "Sanford and Son," "Kojak," "Barney Miller," "Six Million Dollar Man," and "Baa Baa Black Sheep." Seven of the eight reported by women only featured either female stars or performers, or centered on "family situations": "Donnie & Marie," "Carol Burnett Show," "Laverne & Shirley," "Family," "Captain and Tennille," "Partridge Family," and the "Mary Tyler Moore Show." (Table 54.)

Similar lists were prepared of the programs most "disliked" by men and women. Thirteen and ten of the programs most disliked by men and women, respectively, were broadcast during the family viewing period (6:00-8:00 P.M. CST). Collectively, four "police-detective" dramas appeared on the adults' list of most disliked programs. (Table 55.)

The effects of several demographic variables on adult attitudes toward all sixty-eight programs were analyzed in Tables 58 through 65.

Attitudes of children. Lists of the "top twenty" programs most favored and most disliked by children were also assembled. Among the twenty favorites, eleven were situation comedies. Fourteen of the favorites were broadcast during the family viewing period. Only one police-detective drama was reported as a "favorite" by 40% or more of the children. (Table 19.)

Among the twenty most disliked programs, six were police-detective dramas, all of which were broadcast after the family viewing period. Five situation comedies were disliked by 20% or more of the children. These appeared to be ones which, in "plot" and type of humor, probably have greater appeal to adults, and three of them were broadcast after the family viewing period. (Table 19.)

The effects of several demographic variables on children's attitudes toward all sixty-eight programs were analyzed in Tables 20 through 24.

Attitudes shared by parents and children. Recognizing that adults and children frequently do differ in their preferences, and mindful of the broadcasters' problems in scheduling programs to accommodate both at the same time, a special analysis was made to determine if there were evening programs toward which parents and children share attitudes.

Two indices were developed. For all sixty-eight evening programs, an average was taken of the percentages selecting them as favorites. Labelled the "average favorite percentage," this index was computed separately for fathers, mothers, boys, and girls. Similarly, an "average disliked percentage" was computed.

Twelve programs exceeded the "average favorite percentage" computed for all fathers, mothers, boys, and girls. Seven of the twelve were broadcast during the family viewing period in the survey week. Alphabetically, the twelve were: "All in the Family," "Carol Burnett Show," "Donnie & Marie," "Emergency," "Happy Days," "MASH," "Rockford Files," "Sanford and Son," "Six Million Dollar Man," "Starsky & Hutch," "Welcome Back, Kotter," and "The Wonderful World of Disney," The twelve programs represented a diversity of types of programs. There were five situation comedies, two "action-adventure" dramas, two "musical/comedy variety" shows, two "police-detective" dramas, and one "science/fantasy adventure" drama. (Table 56.) The diversity suggests the difficulty in identifying "common denominator" programs for a "family viewing period."

With respect to the "disliked" index, twelve programs exceeded the "average disliked percentage" of fathers, mothers, boys, and girls. In alphabetical order they were: "Adam 12," "Bob Newhart Show," "Hawaii Five-O," "Hee Haw," "Hollywood Squares," "Kojak," "Lawrence Welk," "Maude," "Phyllis," "Police Woman," "Rich Man, Poor Man II," and "Sonny & Cher." Again, by type of program there was a diversity, although there appeared to be greater correspondence in attitudes among parents and children than existed in the list of "above average favorite" programs. Six of the twelve were broadcast during the family viewing period. By type of program, the twelve consisted of four police-detective dramas, three "adult" situation comedies," one "adult drama," one "adult familiar music show," one "quiz-games" show, one "musical/comedy variety" program, and one "country-western music" show. (Table 57.)

Again, the diversity of types obscures the identification of "common denominator" programs which might be excluded from a family viewing period.

It might be noted that the three "information and education" programs listed on the questionnaire--"Local TV news," "60 Minutes," and "Wild Kingdom"--were "above average favorites" of fathers and mothers. In contrast, they exceeded the "average disliked percentage" of boys and girls. The three programs were broadcast during the family viewing period.

Parental guidance on the viewing of specific programs.

Evening programs. Most parents reported little or no guidance for their children on the viewing of the sixty-eight programs listed on the questionnaires, and reported even less guidance than was evident in the children's responses.

For the sixty-eight different evening programs, the average of the percentages of respondents who reported no guidance was 85.2% and 83.5% of the parents and children, respectively.

An analysis was made of the programs on which at least 10% of the respondents reported either "positive" or negative" guidance. "Positive" guidance is the term used to characterize reports that children were advised they "must" or "should" view a given program. "Negative" guidance," on the other hand, refers to situations in which children were advised that they "should not" or "must not" view a given program.

Positive guidance and negative guidance were reported on sixteen and twenty-seven programs, respectively, by as many as 10% of the parents or their children. (Table 76.)

Fourteen of the sixteen programs on which the most positive guidance was reported were broadcast during the family viewing period. In contrast, only six of the twenty-seven programs on which the most negative guidance was reported were broadcast during the same two-hour period. (Table 76.)

Three of the "top five" programs on which parents provided the most positive guidance were information/education programs: "Wild Kingdom," "Local TV News," and "60 Minutes." These three programs were "below average" favorites of their children, and, in fact, were disliked by higher percentages of children than any of the other programs on which the most positive guidance was reported. (Table 76.)

Four of the "top five" programs on which the parents reported the most negative guidance were the only "adult dramas" appearing in the list of programs on the questionnaires. The fifth was classified as an "adult situation comedy." (Table 76.)

Only one police-detective drama, "Starsky & Hutch," appeared in the list of programs reflecting the most positive guidance. In contrast, eleven of the fourteen police-detective dramas appearing on the questionnaires were reported by 10% or more of the parents as programs which children "shouldn't" or "must not" watch. (Table 76.)

A special analysis was made of parental guidance on sixty programs, classified by type: "adult situation comedy," "family situation comedy," "police-detective drama," "musical/comedy variety" programs, "adult drama," "action-adventure drama," "fantasy-adventure drama," "quiz-games" shows, "country-western music," and "news and information" programs. (Figure 5.)

Both parents *and* children reported the most positive guidance on "news and information" programs, which, as noted earlier, did not enjoy high popularity among children. "Family situation comedy" was the next type most frequently reported by all respondents as one enjoying positive guidance. (Table 80.)

"Police-detective drama," "adult situation comedy," and "adult drama" were the types on which the least positive guidance was reported. (Table 80.)

All respondents reported the most negative guidance on "adult drama," which was followed in rank order by "police-detective drama" and "adult situation comedy." (Table 80.)

Saturday morning programs. *The laissez faire attitude reflected in parental guidance on evening programs was even more pronounced with respect to Saturday morning programs*.

For the twenty-four programs listed on the questionnaire, the average of the percentages of parents reporting "no advice" was 91.9%--slightly higher than the 88.2% computed from the children's reports. What little guidance, positive or negative, that *was* reported is analyzed by demographic variables in Tables 81 through 86.

The disparity between parents' guidance and children's attitudes with respect to news and information programs again was apparent in the case of the sole news program listed in the Saturday morning line-up. Nearly 30% of the parents reported positive guidance on "In the News" (Table 83), a program which was reported as "disliked" by 30% and 40% of the boys and girls, respectively. (Table 68.)

A Summary of a Summary

The most significant findings. It is recognized that some readers may be loath to examine in depth the mass of data reported in a descriptive "statistical abstract," a classification perhaps appropriate for this report. For those desiring "quick and easy" generalizations (and they are not all that easy!), the following are offered with some reluctance, a degree of temerity, and at the risk of oversimplification. With respect to the research questions posed at the outset:

1. Children of the ages covered in this survey (nine to fifteen years) devote considerable time (3½ hours) daily to television before, during, and after the family viewing period on nights before school days.

2. Attitudes of parents and children often differ markedly. There are few "common denominator" programs toward which attitudes are shared by parents and their children, and which might serve as a basis of programming that would accommodate both simultaneously.

3. In the evenings before school days some parental guidance is provided to limit television viewing. However, substantial proportions of children apparently do not comply with parental restrictions, based on the children's reports of viewing. Much less parental restraint is reflected in the viewing on nights before non-school days.

4. On balance, parental guidance is much less evident with respect to the viewing of specific programs broadcast in the evening and on Saturday morning, 80% to 90% of the parents reporting "no advice." It would appear that parents are more concerned about when the children view than about what they view.

Caveats. The study was limited in scope, with respect to both geographic location and the ages of the children surveyed. The applicability of the findings to other areas and to children of younger or older age groups must be determined by the readers. To assist in making that determination, a description of the survey locale is provided in Chapter I.

The study was descriptive in nature. It sought answers to questions of "how," "when," and "what." It did not presume to determine why parents and children responded to the television stimulus in the manner described. Such determinations are nigh impossible in an impersonal survey utilizing self-administered questionnaires.

It must be remembered that the data on attitudes and parental guidance apply to the specific programs scheduled for broadcast in the middle of the fall season, 1976, and that the "family viewing period" commenced and ended one hour earlier in the central time zone than it did on either the west or east coast.

Although little direct parental guidance was noted on specific programs, that finding may not reflect fully or accurately less direct types of parental guidance. The general rearing and training of children, parental models, the provision of advice and counsel during the act of viewing, controls administered through the manipulation of the on-off switch or the channel selector, and parental preemption of sets--all are also types of guidance, for better or for worse.

In any case, this report is offered to provide additional information for the enlightenment of all who are concerned about the roles and functions of three dynamic and vital forces in today's society--television, children, and parents.

APPENDIX A

THE STUDENT AND PARENT SUBSAMPLES

Based on information obtained from the questionnaires completed by 5,167 students and 4,882 parents, and using the categories established for tabulation and analysis, a complete enumeration of the subsamples is presented in Table 90. In addition, the number of respondents who failed to provide information is shown for each category.

TABLE 90

SIZE OF THE STUDENT AND PARENT SUBSAMPLES

Student Subsamples			
All Students (5167)		Student Subset (2697)*	
	No.		No.
Grade Level:		Grade Level:	
4th Grade.	838	4th Grade.	487
5th Grade.	807	5th Grade.	444
6th Grade.	884	6th Grade.	478
7th Grade.	858	7th Grade.	434
8th Grade.	876	8th Grade.	448
9th Grade.	904	9th Grade.	406
	5167		2697
Sex of Student:		Sex of Student:	
Boy.	2589	Boy.	1299
Girl	2550	Girl	1386
Unidentified	28	Unidentified	12
	5167		2697
Place of Residence:		Place of Residence:	
Wichita.	3576	Wichita.	1746
Town	800	Town	486
Rural/Non-farm . . .	536	Rural/Non-farm . . .	331
Farm	184	Farm	102
Unidentified	71	Unidentified	32
	5167		2697
Race of Student:		Race of Student:	
White.	4150	White.	2325
Black.	596	Black.	182
American Indian. . .	121	American Indian. . .	54
Spanish-Mexican. . .	112	Spanish-Mexican. . .	48
Asian-American . . .	28	Asian-American . . .	15
Other.	109	Other.	50
Unidentified	51	Unidentified	23
	5167		2697
TV Sets in Home:		TV Sets in Home:	
One set.	1659	One set.	862
Two sets	2187	Two sets	1150
Three or more. . . .	1244	Three or more. . . .	656
None	36	None	12
Non-Response	41	Non-Response	17
	5167		2697

TABLE 90 (cont'd)

Parent Subsamples (4882)

Grade Level of Children:	No.
4th Grade.	873
5th Grade.	777
6th Grade.	851
7th Grade.	792
8th Grade.	832
9th Grade.	757
	4882

Relationship to Child:	No.
Mother	2556
Father	2084
Grandmother.	24
Grandfather.	5
Other.	148
Non-Response	65
	4882

Race of Parents:	No.
White.	4259
Black.	288
American Indian. . .	96
Spanish-Mexican. . .	86
Other.	111
Unidentified	42
	4882

Employed Outside the Home:**	No.
Employed	3366
Not employed	1477
Non-Response	39
	4882
Employed:	
During the day . .	2845
At night	162
Day and night. . .	359
	3366

Sex of Child:	No.
Boy	2366
Girl.	2494
Unidentified.	22
	4882

Age of Parents (in years):	No.
Under 35.	1729
35-49	2763
50 or more.	353
Unidentified.	37
	4882

Residence of Parents:	No.
In Wichita.	3080
Outside Wichita	1802
	4882

Education of Parents:	No.
Not beyond 8th grade. . .	193
Some high, not grad . . .	616
High school grad.	1810
Some college, not grad. .	1251
College graduate.	405
Post college graduate . .	503
Non-Response.	104
	4882

Television Sets in Home:	No.
One set	1529
Two sets.	2101
Three or more	1201
None.	19
Non-Response.	32
	4882

---

* Number of children whose parents completed questionnaires

** Not analyzed in the study

APPENDIX B

SIZE OF SAMPLES FOR SPECIFIED TABLES

Most of the tables in Chapters V, VI, VIII, and IX do not provide the size of the samples upon which the percentages were based. Analyzed in those tables are the attitudes toward and parental guidance on specific programs broadcast in the evenings and on Saturday morning. Each program represented a separate "question" on the questionnaire, and the number of respondents varied from program to program. For each of the tables in the four chapters, Table 91 provides the range of the number of respondents in each category analyzed.

TABLE 91

RANGES OF SAMPLE SIZES FOR SPECIFIED TABLES

(See explanation on the preceding page)

	Sample Size
Table 19	
All	4989-5167
Table 20	
All	4989-5167
Boys	2446-2535
Girls	2478-2526
Table 21	
4th Grade	773- 821
5th Grade	770- 800
6th Grade	851- 872
7th Grade	817- 848
8th Grade	855- 872
9th Grade	880- 896
Table 22	
White	4007-4109
Black	551- 571
Span-Mex'n	105- 110
Amer. Ind'n	111- 119
Table 23	
Wichita	3424-3532
Town	766- 793
Rural/Non-farm	516- 532
Farm	174- 182
Table 24	
1 set	1587-1639
2 sets	2103-2150
3+ sets	1189-1220
Table 25	
All	4968-5016
Table 26	
All	4968-5016
Boys	2467-2487
Girls	2467-2507

	Sample Size
Table 27	
4th Grade	790- 807
5th Grade	774- 786
6th Grade	846- 856
7th Grade	830- 836
8th Grade	850- 859
9th Grade	868- 881
Table 28	
White	4012-4044
Black	555- 569
Span-Mex'n	105- 109
Amer. Ind'n	113- 116
Table 29	
Wichita	3426-3464
Town	769- 780
Rural/Non-farm	520- 527
Farm	177- 179
Table 30	
1 set	1591-1612
2 sets	2109-2134
3+ sets	1192-1205
Table 31	
Must/should watch	4836-5019
Shouldn't/must not watch	4836-5019
Favorite	4989-5167
Disliked	4989-5167
Table 32	
All	4836-5019
Boys	2403-2560
Girls	2408-2527

TABLE 91 (Cont'd)

	Sample Size
Table 33	
4th Grade	735- 797
5th Grade	755- 790
6th Grade	815- 870
7th Grade	796- 846
8th Grade	840- 863
9th Grade	878- 894
Table 34	
White	3903-4077
Black	533- 563
Span-Mex'n	100- 111
Amer. Ind'n	107- 119
Table 35	
Wichita	3315-3415
Town	766- 792
Rural/Non-farm	514- 532
Farm	174- 181
Table 36	
1 set	1545-1613
2 sets	2053-2130
3+ sets	1175-1220
Table 37	
All	4866-4936
Boys	2403-2449
Girls	2431-2467
Table 38	
4th Grade	749- 788
5th Grade	748- 767
6th Grade	823- 852
7th Grade	799- 824
8th Grade	837- 854
9th Grade	869- 885
Table 39	
White	3942-3993
Black	533- 551
Span-Mex'n	100- 106
Amer. Ind'n	112- 115

	Sample Size
Table 40	
Wichita	3336-3401
Town	760- 772
Rural/Non-farm	519- 525
Farm	177- 180
Table 41	
1 set	1551-1583
2 sets	2071-2110
3+ sets	1166-1186
Table 56	
Fathers	2031-2065
Mothers	2541-2565
Boys	1240 1278
Girls	1349-1376
Table 57	
Fathers	2031-2065
Mothers	2541-2565
Boys	1240-1278
Girls	1349-1376
Table 58	
Men	2031-2065
Women	2541-2565
Boys	1240-1278
Girls	1349-1376
Table 59	
4th-6th	
Parents	2432-2467
Children	1339-1391
7th-9th	
Parents	2330-2359
Children	1262-1284
Table 60	
White	
Parents	4177-4218
Children	2252-2308
Black	
Parents	272- 283
Children	167- 175

TABLE 91 (Cont'd)

Table 61	Sample Size
Wichita	
Parents	3032-3072
Children . . .	1684-1731
Town	
Parents	883- 900
Children . . .	471- 484
Country/Farm	
Parents	797- 810
Children . . .	416- 433

Table 62	
Under 35	
Fathers	515- 526
Children . . .	502- 525
35-49	
Fathers	1304-1327
Children . . .	1307-1332
50 or more	
Fathers	202- 209
Children . . .	199- 210

Table 63	
Under 35	
Mothers	1069-1080
Children . . .	1037-1076
35-49	
Mothers	1326-1348
Children. . . .	1314-1346
50 or more	
Mothers	124- 131
Children. . . .	120- 124

Table 64	
Not High graduate	
Fathers	279- 289
Children. . . .	279- 291
High Graduate	
Fathers	623- 632
Children . . .	617- 636
Some College	
Fathers	1085-1103
Children . . .	1074-1100

Table 65	Sample Size
Not High graduate	
Mothers.	442- 455
Children	433- 448
High Graduate	
Mothers.	1087-1098
Children	1058-1090
Some College	
Mothers.	965- 980
Children	953- 980

Table 66	
Fathers	2016-2024
Mothers	2522-2534

Table 67	
Boys.	1240-1253
Girls	1350-1366

Table 68	
Men	2016-2024
Women	2522-2534
Boys.	1240-1253
Girls	1350-1366

Table 69	
4th-6th	
Parents.	2418-2428
Children	1347-1362
7th-9th	
Parents.	2313-2323
Children	1256-1265

Table 70	
White	
Parents.	4143-4155
Children	2248-2267
Black	
Parents.	268- 273
Children	171- 176

TABLE 91 (Cont'd)

Table 71	Sample Size
Wichita	
Parents	3013-3025
Children	1679-1696
Town	
Parents	883- 887
Children	467- 476
Country/Farm	
Parents	789-792
Children	420-427
Table 72	
Under 35	
Fathers	513- 517
Children	509- 519
35-49	
Fathers	1290-1295
Children	1292-1807
50 or more	
Fathers	204- 206
Children	203-207
Table 73	
Under 35	
Mothers	1070-1078
Children	1042-1059
35-49	
Mothers	1317-1326
Children	1308-1320
50 or more	
Mothers	123- 127
Children	118- 122
Table 74	
Not High Graduate	
Fathers	282- 286
Children	278- 284
High Graduate	
Fathers	615- 620
Children	618- 626
Some College	
Fathers	1070-1074
Children	1071-1082

Table 75	Sample Size
Not High Graduate	
Mothers	441- 447
Children	434- 441
High Graduate	
Mothers	1080-1089
Children	1056-1068
Some College	
Mothers	960- 969
Children	955- 968
Table 76	
Parents	4686-4811
Children	2498-2627
Boys	1240-1278
Girls	1349-1376
Table 77	
Parents	4686-4811
Children	2498-2627
Table 78	
Men	1999-2061
Women	2490-2552
Boys	1211-1269
Girls	1313-1359
Table 79	
4th-6th	
Parents	2376-2454
Children	1297-1375
7th-9th	
Parents	2304-2358
Children	1240-1274
Table 80	
All Parents	4713-4811
All Children	2537-2647
All Fathers	1999-2059
All Mothers	2473-2552
All Boys	1211-1269
All Girls	1313-1367

TABLE 91 (Cont'd)

Table 80 (cont'd)	Sample Size
4th-6th	
Parents	2376-2454
Children	1297-1375
7th-9th	
Parents	2304-2358
Children	1240-1273
White	
Parents	4102-4211
Children	2197-2290
Black	
Parents	265- 281
Children	157- 172
Wichita	
Parents	2980-3059
Children	1632-1707
Non-Wichita	
Parents	1661-1705
Children	883- 909
Fathers Under 35	
Fathers	514- 526
Children	485- 518
Fathers 35-49	
Fathers	1283-1321
Children	1277-1322
Fathers 50+	
Fathers	199- 208
Children	198- 207
Mothers Under 35	
Mothers	1051-1076
Children	1009-1059
Mothers 35-49	
Mothers	1293-1342
Children	1287-1337
Mothers 50+	
Mothers	119- 130
Children	115- 122
Fathers	
Not High Grad	
Fathers	275- 287
Children	276- 288
High Graduate	
Fathers	617- 631
Children	602- 629

Table 80 (cont'd)	Sample Size
Some College	
Fathers	1064-1100
Children	1045-1093
Mothers	
Not High Grad	
Mothers	429- 453
Children	418- 441
High Graduate	
Mothers	1066-1092
Children	1039-1083
Some College	
Mothers	947- 975
Children	924- 970
Table 81	
Parents	4669-4727
Children	2548-2586
Table 82	
Men	1994-2014
Women	2492-2522
Boys	1210-1233
Girls	1324-1346
Table 83	
4th-6th	
Parents	2380-2414
Children	1308-1338
7th-9th	
Parents	2289-2313
Children	1237-1252
Table 84	
White	
Parents	4092-4136
Children	2212-2239
Black	
Parents	260- 270
Children	159- 167

TABLE 91 (Cont'd)

Table 85	Sample Size
Wichita	
Parents	2962-3003
Children. . . .	1631-1660
Non-Wichita	
Parents	1659-1676
Children. . . .	888- 896
Table 86	
Under 35	
Fathers	509- 514
Children . . .	409- 512
35-49	
Fathers	1279-1290
Children . . .	1273-1292
50 or more	
Fathers	198- 203
Children . . .	201- 204
Table 87	
Under 35	
Mothers	1057-1071
Children . . .	1015-1040
35-49	
Mothers	1300-1321
Children . . .	1285-1301
50 or more	
Mothers	117- 123
Children . . .	116- 120
Table 88	
Not High Graduate	
Fathers	278- 284
Children . . .	276- 282
High Graduate	
Fathers	610- 618
Children . . .	607- 616
Some College	
Fathers	1060-1067
Children . . .	1053-1069

Table 89	Sample Size
Not High Graduate	
Mothers.	437- 446
Children	424- 435
High Graduate	
Mothers.	1067-1083
Children	1034-1053
Some College	
Mothers.	945- 964
Children	933- 953

APPENDIX C

THE QUESTIONNAIRES AND ASSOCIATED MATERIALS

On successive pages, copies of the questionnaires and associated materials are appended. Each was explained in Chapter II, "Methodology." In order of presentation, they are:

1. The student questionnaire, photographically reduced for this report.
2. The parents' questionnaire, photographically reduced for this report.
3. Letter to the parents.
4. Letter to the instructors.
5. Administrative suggestions to the instructors, photographically reduced.
6. "Unit of instruction on public opinion polls," photographically reduced.
7. List of programs broadcast during the survey week, for use by the instructors.
8. Instructor's "Record of Completion."
9. Note to the instructors on the dispatch of the "follow-up letter" to the parents, a copy of which is attached.
10. Sample of the letter from the Director of Research, Planning, and Developmental Services (USD 259) to the principals of the Wichita schools which participated in the survey.
11. Letter to parents in USD 264, with accompanying "Consent Form."

A TELEVISION SURVEY OF STUDENTS
(Fourth to the Ninth Grades)

Nº 14017

IMPORTANT: There are questions on both the front and back of each sheet. Please read each question before giving your answer. Where we ask you to "mark" something, please place an "X" in the box--like this (☒). After each box, you'll notice a small number. Don't pay any attention to it. It is there only to help us put your answers into a computer for counting. DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

SECTION ONE

What school is this? (Print in the school's name)____________________

1. Please mark the grade in which you are enrolled: 4th(☐)1; 5th(☐)2; 6th(☐)3; 7th(☐)4; 8th(☐)5; 9th(☐)6.

2. Please mark whether you are a boy or a girl: Boy(☐)1; Girl(☐)2.

3. Where do you live?
In Wichita. . . . .(☐)1
In a town other than Wichita (☐)2
In the country, but not on a farm (☐)3
On a farm. . . . .(☐)4

4. What is your race?
American Indian (☐)1
Asian American (☐)2
Black. . . . . . (☐)3
Spanish/Mexican. (☐)4
White (☐)5
Other (☐)6

5. How many television sets in your home are in working order? One(☐)1; Two(☐)2; Three or more(☐)3; None(☐)4

6. On nights when there is no school the next day (for example on Friday and Saturday nights), are you usually required to stop watching television at any special time?

Yes(☐)1; No(☐)2. (If "no," go to Question 9.)

If you answered "yes," at what time are you usually required to stop watching? Mark one box that is closest to that time.

7.
6:00(☐)1 7:30(☐)4
6:30(☐)2 8:00(☐)5
7:00(☐)3 8:30(☐)6

8.
9:00(☐)1 10:30(☐)4
9:30(☐)2 11:00(☐)5
10:00(☐)3 11:30(☐)6
Midnight or later(☐)7

9. On nights before school days, are you usually required to stop watching television at any special time? (By "nights before school days," we mean Sunday, Monday, Tuesday, Wednesday, and Thursday nights.)

Yes(☐)1; No(☐)2. (If "no," go to Question 12.)

If you answered "yes," at what time are you usually required to stop watching? Mark one box that is closest to that time.

10.
6:00(☐)1 7:30(☐)4
6:30(☐)2 8:00(☐)5
7:00(☐)3 8:30(☐)6

11.
9:00(☐)1 10:30(☐)4
9:30(☐)2 11:00(☐)5
10:00(☐)3 11:30(☐)6
Midnight or later(☐)7

12. What day of the week was yesterday? Sunday(☐)1; Monday(☐)2; Tuesday(☐)3; Wednesday(☐)4; Thursday(☐)5

13-18. YESTERDAY afternoon, from 3:30 to 6:00 p.m., when did you watch television? Place an "X" in the box for each half hour you watched. If not at all, mark here(☐)13 and go to Question 19.

Yesterday Afternoon

14. 3:30-4:00(☐)
15. 4:00-4:30(☐)
16. 4:30-5:00(☐)
17. 5:00-5:30(☐)
18. 5:30-6:00(☐)

19. How many half-hour periods did you mark with an "X" in Questions 14-18? Number_____

Please turn the page.

Nº 24017

SECTION TWO

On this and following pages, we've listed television programs which are shown by the three Wichita commerical television stations on each day of the week from 6:00 to 10:00 p.m. Also, on the last page we've listed the programs shown on Saturday mornings from 7:00 a.m. to noon. Notice we are asking for two answers to each program. In Part A, we'd like to know how you feel about the program. In Part B, we'd like to know if you encourage or discourage your child (the one who brought this home) to watch the program.

For each program mark only ONE box in Part A and ONE box in Part B.

	PART A Here's how I feel about the program:					PART B At home, I advise my child that he/she:				
SUNDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		Must watch it	Should watch it	I Give No Advice	Shouldn't watch it	Must not watch it
1 World of Disney	☐1	☐2	☐3	☐4	23.	☐1	☐2	☐3	☐4	☐5
2 Six Million Dollar Man	☐1	☐2	☐3	☐4	24.	☐1	☐2	☐3	☐4	☐5
3 60 Minutes	☐1	☐2	☐3	☐4	25.	☐1	☐2	☐3	☐4	☐5
4 Local TV news	☐1	☐2	☐3	☐4	26.	☐1	☐2	☐3	☐4	☐5
5 Sonny & Cher Show	☐1	☐2	☐3	☐4	27.	☐1	☐2	☐3	☐4	☐5
6 Bill Cosby Show	☐1	☐2	☐3	☐4	28.	☐1	☐2	☐3	☐4	☐5
7 Sybil	☐1	☐2	☐3	☐4	29.	☐1	☐2	☐3	☐4	☐5
8 Kojak	☐1	☐2	☐3	☐4	30.	☐1	☐2	☐3	☐4	☐5
9 Delvecchio	☐1	☐2	☐3	☐4	31.	☐1	☐2	☐3	☐4	☐5
MONDAY programs										
10 To Tell the Truth	☐1	☐2	☐3	☐4	32.	☐1	☐2	☐3	☐4	☐5
11 Local TV news	☐1	☐2	☐3	☐4	33.	☐1	☐2	☐3	☐4	☐5
12 Wild Kingdom	☐1	☐2	☐3	☐4	34.	☐1	☐2	☐3	☐4	☐5
13 Adam 12	☐1	☐2	☐3	☐4	35.	☐1	☐2	☐3	☐4	☐5
14 Rhoda	☐1	☐2	☐3	☐4	36.	☐1	☐2	☐3	☐4	☐5
15 Partridge Family	☐1	☐2	☐3	☐4	37.	☐1	☐2	☐3	☐4	☐5
16 Phyllis	☐1	☐2	☐3	☐4	38.	☐1	☐2	☐3	☐4	☐5
17 Captain & Tennille	☐1	☐2	☐3	☐4	39.	☐1	☐2	☐3	☐4	☐5
18 Little House on Prairie	☐1	☐2	☐3	☐4	40.	☐1	☐2	☐3	☐4	☐5
19 Maude	☐1	☐2	☐3	☐4	41.	☐1	☐2	☐3	☐4	☐5
20 Monday Nite Football	☐1	☐2	☐3	☐4	42.	☐1	☐2	☐3	☐4	☐5
21 All's Fair	☐1	☐2	☐3	☐4	43.	☐1	☐2	☐3	☐4	☐5
22 Executive Suite	☐1	☐2	☐3	☐4	44.	☐1	☐2	☐3	☐4	☐5

(For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

For each program mark only ONE box in Part A and ONE box in Part B.

	PART A					PART B				
	Here's how I feel about the program:					At home, I advise my child that he/she:				
TUESDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		Must watch it	Should watch it	I Give No Advice	Shouldn't watch it	Must not watch it
45 Local TV news	☐1	☐2	☐3	☐4	72.	☐1	☐2	☐3	☐4	☐5
46 Adam 12	☐1	☐2	☐3	☐4	73.	☐1	☐2	☐3	☐4	☐5
47 To Tell the Truth	☐1	☐2	☐3	☐4	74.	☐1	☐2	☐3	☐4	☐5
48 Baa Baa Black Sheep	☐1	☐2	☐3	☐4	75.	☐1	☐2	☐3	☐4	☐5
49 Partridge Family	☐1	☐2	☐3	☐4	76.	☐1	☐2	☐3	☐4	☐5
50 The Muppets	☐1	☐2	☐3	☐4	77.	☐1	☐2	☐3	☐4	☐5
51 Happy Days	☐1	☐2	☐3	☐4	78.	☐1	☐2	☐3	☐4	☐5
52 MASH	☐1	☐2	☐3	☐4	79.	☐1	☐2	☐3	☐4	☐5
53 Police Woman	☐1	☐2	☐3	☐4	80.	☐1	☐2	☐3	☐4	☐5
54 One Day at a Time	☐1	☐2	☐3	☐4	81.	☐1	☐2	☐3	☐4	☐5
55 Police Story	☐1	☐2	☐3	☐4	82.	☐1	☐2	☐3	☐4	☐5
56 Laverne & Shirley	☐1	☐2	☐3	☐4	83.	☐1	☐2	☐3	☐4	☐5
57 Switch	☐1	☐2	☐3	☐4	84.	☐1	☐2	☐3	☐4	☐5
58 Rich Man, Poor Man II	☐1	☐2	☐3	☐4	85.	☐1	☐2	☐3	☐4	☐5
59 Family	☐1	☐2	☐3	☐4	86.	☐1	☐2	☐3	☐4	☐5
WEDNESDAY programs										
60 Local TV news	☐1	☐2	☐3	☐4	87.	☐1	☐2	☐3	☐4	☐5
61 To Tell the Truth	☐1	☐2	☐3	☐4	88.	☐1	☐2	☐3	☐4	☐5
62 Partridge Family	☐1	☐2	☐3	☐4	89.	☐1	☐2	☐3	☐4	☐5
63 The Jeffersons	☐1	☐2	☐3	☐4	90.	☐1	☐2	☐3	☐4	☐5
64 Adam 12	☐1	☐2	☐3	☐4	91.	☐1	☐2	☐3	☐4	☐5
65 Good Times	☐1	☐2	☐3	☐4	92.	☐1	☐2	☐3	☐4	☐5
66 Hollywood Squares	☐1	☐2	☐3	☐4	93.	☐1	☐2	☐3	☐4	☐5
67 Ball Four	☐1	☐2	☐3	☐4	94.	☐1	☐2	☐3	☐4	☐5
68 The Quest	☐1	☐2	☐3	☐4	95.	☐1	☐2	☐3	☐4	☐5
69 All in the Family	☐1	☐2	☐3	☐4	96.	☐1	☐2	☐3	☐4	☐5
70 Alice	☐1	☐2	☐3	☐4	97.	☐1	☐2	☐3	☐4	☐5
71 The Blue Knight	☐1	☐2	☐3	☐4	98.	☐1	☐2	☐3	☐4	☐5

For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

Please turn the page.

For each program mark only ONE box in Part A and ONE box in Part B.

	PART A Here's how I feel about the program:				PART B At home, I advise my child that he/she:					
THURSDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		Must watch it	Should watch it	I Give No Advice	Shouldn't watch it	Must not watch it
99 To Tell the Truth	☐1	☐2	☐3	☐4	124.	☐1	☐2	☐3	☐4	☐5
100 Local TV news	☐1	☐2	☐3	☐4	125.	☐1	☐2	☐3	☐4	☐5
101 This Week: Looking In	☐1	☐2	☐3	☐4	126.	☐1	☐2	☐3	☐4	☐5
102 Adam 12	☐1	☐2	☐3	☐4	127.	☐1	☐2	☐3	☐4	☐5
103 Partridge Family	☐1	☐2	☐3	☐4	128.	☐1	☐2	☐3	☐4	☐5
104 Gemini Man	☐1	☐2	☐3	☐4	129.	☐1	☐2	☐3	☐4	☐5
105 Welcome Back, Kotter	☐1	☐2	☐3	☐4	130.	☐1	☐2	☐3	☐4	☐5
106 Hawaii Five-O	☐1	☐2	☐3	☐4	131.	☐1	☐2	☐3	☐4	☐5
107 Barney Miller	☐1	☐2	☐3	☐4	132.	☐1	☐2	☐3	☐4	☐5
108 Barnaby Jones	☐1	☐2	☐3	☐4	133.	☐1	☐2	☐3	☐4	☐5
109 Tony Randall Show	☐1	☐2	☐3	☐4	134.	☐1	☐2	☐3	☐4	☐5
110 Nancy Walker Show	☐1	☐2	☐3	☐4	135.	☐1	☐2	☐3	☐4	☐5
111 Streets San Francisco	☐1	☐2	☐3	☐4	136.	☐1	☐2	☐3	☐4	☐5
112 Dick Van Dyke & Com.	☐1	☐2	☐3	☐4	137.	☐1	☐2	☐3	☐4	☐5
FRIDAY programs										
113 Local TV news	☐1	☐2	☐3	☐4	138.	☐1	☐2	☐3	☐4	☐5
114 To Tell the Truth	☐1	☐2	☐3	☐4	139.	☐1	☐2	☐3	☐4	☐5
115 Adam 12	☐1	☐2	☐3	☐4	140.	☐1	☐2	☐3	☐4	☐5
116 Partridge Family	☐1	☐2	☐3	☐4	141.	☐1	☐2	☐3	☐4	☐5
117 Andy Williams	☐1	☐2	☐3	☐4	142.	☐1	☐2	☐3	☐4	☐5
118 Donny & Marie	☐1	☐2	☐3	☐4	143.	☐1	☐2	☐3	☐4	☐5
119 Lawrence Welk	☐1	☐2	☐3	☐4	144.	☐1	☐2	☐3	☐4	☐5
120 Sanford and Son	☐1	☐2	☐3	☐4	145.	☐1	☐2	☐3	☐4	☐5
121 Chico and the Man	☐1	☐2	☐3	☐4	146.	☐1	☐2	☐3	☐4	☐5
122 Rockford Files	☐1	☐2	☐3	☐4	147.	☐1	☐2	☐3	☐4	☐5
123 Serpico	☐1	☐2	☐3	☐4	148.	☐1	☐2	☐3	☐4	☐5

(For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

For each program mark only ONE box in Part A and ONE box in Part B.

	PART A					PART B				
	Here's how I feel about the program:					At home, I advise my child that he/she:				
SATURDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		Must watch it	Should watch it	I Give No Advice	Shouldn't watch it	Must not watch it
149 Local TV news	☐1	☐2	☐3	☐4	162.	☐1	☐2	☐3	☐4	☐5
150 Hollywood Squares	☐1	☐2	☐3	☐4	163.	☐1	☐2	☐3	☐4	☐5
151 Hee Haw	☐1	☐2	☐3	☐4	164.	☐1	☐2	☐3	☐4	☐5
152 Dolly	☐1	☐2	☐3	☐4	165.	☐1	☐2	☐3	☐4	☐5
153 Holmes & Yoyo	☐1	☐2	☐3	☐4	166.	☐1	☐2	☐3	☐4	☐5
154 Emergency	☐1	☐2	☐3	☐4	167.	☐1	☐2	☐3	☐4	☐5
155 Mr. T. & Tina	☐1	☐2	☐3	☐4	168.	☐1	☐2	☐3	☐4	☐5
156 Doc	☐1	☐2	☐3	☐4	169.	☐1	☐2	☐3	☐4	☐5
157 Mary Tyler Moore Show	☐1	☐2	☐3	☐4	170.	☐1	☐2	☐3	☐4	☐5
158 Starsky & Hutch	☐1	☐2	☐3	☐4	171.	☐1	☐2	☐3	☐4	☐5
159 Most Wanted	☐1	☐2	☐3	☐4	172.	☐1	☐2	☐3	☐4	☐5
160 Bob Newhart Show	☐1	☐2	☐3	☐4	173.	☐1	☐2	☐3	☐4	☐5
161 Carol Burnett Show	☐1	☐2	☐3	☐4	174.	☐1	☐2	☐3	☐4	☐5

(For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

SATURDAY MORNING PROGRAMS ON BACK.

PLEASE TURN THE PAGE.

For each program mark only ONE box in Part A and ONE box in Part B.

	PART A				PART B					
	Here's how I feel about the program:				At home, my parents tell me:					
SATURDAY mornings	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		I must watch it	I should watch it, but don't have to	They don't care if I do or don't watch it	I shouldn't watch it, but I may if I wish	I must not watch it
175 Tom & Jerry/Grape Ape	☐1	☐2	☐3	☐4	199.	☐1	☐2	☐3	☐4	☐5
176 Woody Woodpecker Show	☐1	☐2	☐3	☐4	200.	☐1	☐2	☐3	☐4	☐5
177 Sylvester & Tweety	☐1	☐2	☐3	☐4	201.	☐1	☐2	☐3	☐4	☐5
178 The Pink Panther	☐1	☐2	☐3	☐4	202.	☐1	☐2	☐3	☐4	☐5
179 Bugs Bunny/Road Runner	☐1	☐2	☐3	☐4	203.	☐1	☐2	☐3	☐4	☐5
180 Jabberjaw	☐1	☐2	☐3	☐4	204.	☐1	☐2	☐3	☐4	☐5
181 Tarzan Lord of Jungle	☐1	☐2	☐3	☐4	205.	☐1	☐2	☐3	☐4	☐5
182 Scooby Doo/Dynomutt	☐1	☐2	☐3	☐4	206.	☐1	☐2	☐3	☐4	☐5
183 McDuff, the Talking Dog	☐1	☐2	☐3	☐4	207.	☐1	☐2	☐3	☐4	☐5
184 Shazam/Isis Hour	☐1	☐2	☐3	☐4	208.	☐1	☐2	☐3	☐4	☐5
185 The Monster Squad	☐1	☐2	☐3	☐4	209.	☐1	☐2	☐3	☐4	☐5
186 Ark II	☐1	☐2	☐3	☐4	210.	☐1	☐2	☐3	☐4	☐5
187 The Kroffts Super Show	☐1	☐2	☐3	☐4	211.	☐1	☐2	☐3	☐4	☐5
188 Clue Club	☐1	☐2	☐3	☐4	212.	☐1	☐2	☐3	☐4	☐5
189 Jr. Almost Anything Goes	☐1	☐2	☐3	☐4	213.	☐1	☐2	☐3	☐4	☐5
190 Land of the Lost	☐1	☐2	☐3	☐4	214.	☐1	☐2	☐3	☐4	☐5
191 Fat Albert & Cosby Kids	☐1	☐2	☐3	☐4	215.	☐1	☐2	☐3	☐4	☐5
192 Big John, Little John	☐1	☐2	☐3	☐4	216.	☐1	☐2	☐3	☐4	☐5
193 Way Out Games	☐1	☐2	☐3	☐4	217.	☐1	☐2	☐3	☐4	☐5
194 The Kids from C.A.P.E.R	☐1	☐2	☐3	☐4	218.	☐1	☐2	☐3	☐4	☐5
195 Muggsy	☐1	☐2	☐3	☐4	219.	☐1	☐2	☐3	☐4	☐5
196 School House Rock	☐1	☐2	☐3	☐4	220.	☐1	☐2	☐3	☐4	☐5
197 Mumbly Show	☐1	☐2	☐3	☐4	221.	☐1	☐2	☐3	☐4	☐5
198 In the News	☐1	☐2	☐3	☐4	222.	☐1	☐2	☐3	☐4	☐5

(For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

MANY THANKS FOR YOUR HELP AND COOPERATION!

A TELEVISION SURVEY OF STUDENTS' PARENTS
(Parents of Children in the Fourth to the Ninth Grades)

Nº 24017

IMPORTANT: The child who brought this questionnaire home to you answered similar questions at school. We're interested in comparing parents' and their children's attitudes toward television and in seeing the differences which may be due to age, education, etc. To do this, we need your honest and frank answers to all questions. We sincerely appreciate your cooperation! To assure the privacy of your answers, please do NOT write your name on this questionnaire.

Where we ask you to "mark" something, please place an "X" in the box--like this (☒). After each box you'll notice a small number. Don't pay any attention to it, as we use it to help put your answers into a computer for counting.

SECTION ONE

Concerning the child who brought this questionnaire home to you, what is the name of the school he or she attends? (Please print in that name)______________________________

1. In what grade is that child enrolled? 4th(☐)1; 5th(☐)2; 6th(☐)3; 7th(☐)4; 8th(☐)5; 9th(☐)6.

2. Is the child a boy or a girl? Boy(☐)1; Girl(☐)2.

3. What is your relationship to the child? Mother(☐)1; Father(☐)2; Grandmother(☐)3; Grandfather(☐)4; Other(☐)5

4. To what age group do you belong? Under 35(☐)1; 36-49(☐)2; 50 or more(☐)3

5. How far did you go in formal schooling? (Mark one box only.)

Not beyond the 8th grade. . . . .(☐)1
Some high school, not a graduate.(☐)2
Graduated from high school. . . .(☐)3
Some college, not a graduate. .(☐)4
Graduated from 4-year college .(☐)5
Further schooling after graduation from 4-year college . .(☐)6

6. Are you employed outside of the home? Yes(☐)1; No(☐)2. (If "no", go to Question 8.)

7. If "yes", during: daytime(☐)1; nighttime(☐)2; or both day and night(☐)3

8. On nights before school days, do you usually require the child to stop watching television at any special time? (By "nights before school days", we mean Sunday, Monday, Tuesday, Wednesday, and Thursday nights.)

Yes(☐)1; No(☐)2. (If "no", go to Question 11.)

If you answered "yes," at what time do you usually require the child to stop watching television? Mark one box that is closest to that time.

9. 6:00(☐)1 6:30(☐)2 7:00(☐)3 7:30(☐)4 8:00(☐)5 8:30(☐)6

10. 9:00(☐)1 9:30(☐)2 10:00(☐)3 10:30(☐)4 11:00(☐)5 11:30(☐)6 Midnight or later(☐)7

11. On nights when there is no school the next day (for example, on Friday and Saturday nights), do you usually require the child to stop watching television at any special time?

Yes(☐)1; No(☐)2. (If "no," go to the questions on page 2.)

If you answered "yes," at what time do you usually require the child to stop watching television? Mark one box that is closest to that time.

12. 6:00(☐)1 6:30(☐)2 7:00(☐)3 7:30(☐)4 8:00(☐)5 8:30(☐)6

13. 9:00(☐)1 9:30(☐)2 10:00(☐)3 10:30(☐)4 11:00(☐)5 11:30(☐)6 Midnight or later(☐)7

Please turn the page.

Nº 14017

YESTERDAY evening, between 6:00 p.m. and midnight, when did you watch television? Place an "X" in the box for each half hour you watched--for Questions 21-32. If you did not watch at all, mark here ☐20 and go to Question 33.

21.	6:00-6:30 ☐	24.	7:30-8:00 ☐	27.	9:00- 9:30 ☐	30.	10:30-11:00 ☐
22.	6:30-7:00 ☐	25.	8:00-8:30 ☐	28.	9:30-10:00 ☐	31.	11:00-11:30 ☐
23.	7:00-7:30 ☐	26.	8:30-9:00 ☐	29.	10:00-10:30 ☐	32.	11:30-12:00 ☐

33. How many half-hour boxes did you mark with an "X" in Questions 21-32? Number____

SECTION TWO

On the rest of this page and the following pages, we've listed television programs which are shown by the three Wichita commercial television stations on each day of the week from 6:00 to 10:00 p.m. Also, on the last page, we've listed the programs shown on Saturday mornings from 7:00 a.m. to noon. Notice we are asking for two answers for each program. In Part A, we'd like to know how you feel about the program. In Part B, we'd like to know if, at home, you are encouraged or discouraged from watching the program.

For each program check only ONE box in Part A and ONE box in Part B.

	PART A Here's how I feel about the program:					PART B At home, my parents tell me:				
SUNDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		I must watch it	I should watch it, but don't have to	They don't care if I do or don't watch it	I shouldn't watch it, but I may if I wish	I must not watch it
1 World of Disney	☐1	☐2	☐3	☐4	23.	☐1	☐2	☐3	☐4	☐5
2 Six Million Dollar Man	☐1	☐2	☐3	☐4	24.	☐1	☐2	☐3	☐4	☐5
3 60 Minutes	☐1	☐2	☐3	☐4	25.	☐1	☐2	☐3	☐4	☐5
4 Local TV news	☐1	☐2	☐3	☐4	26.	☐1	☐2	☐3	☐4	☐5
5 Sonny & Cher Show	☐1	☐2	☐3	☐4	27.	☐1	☐2	☐3	☐4	☐5
6 Bill Cosby Show	☐1	☐2	☐3	☐4	28.	☐1	☐2	☐3	☐4	☐5
7 Sybil	☐1	☐2	☐3	☐4	29.	☐1	☐2	☐3	☐4	☐5
8 Kojak	☐1	☐2	☐3	☐4	30.	☐1	☐2	☐3	☐4	☐5
9 Delvecchio	☐1	☐2	☐3	☐4	31.	☐1	☐2	☐3	☐4	☐5
MONDAY programs										
10 To Tell the Truth	☐1	☐2	☐3	☐4	32.	☐1	☐2	☐3	☐4	☐5
11 Local TV news	☐1	☐2	☐3	☐4	33.	☐1	☐2	☐3	☐4	☐5
12 Wild Kingdom	☐1	☐2	☐3	☐4	34.	☐1	☐2	☐3	☐4	☐5
13 Adam 12	☐1	☐2	☐3	☐4	35.	☐1	☐2	☐3	☐4	☐5
14 Rhoda	☐1	☐2	☐3	☐4	36.	☐1	☐2	☐3	☐4	☐5
15 Partridge Family	☐1	☐2	☐3	☐4	37.	☐1	☐2	☐3	☐4	☐5
16 Phyllis	☐1	☐2	☐3	☐4	38.	☐1	☐2	☐3	☐4	☐5
17 Captain & Tennille	☐1	☐2	☐3	☐4	39.	☐1	☐2	☐3	☐4	☐5
18 Little House on Prairie	☐1	☐2	☐3	☐4	40.	☐1	☐2	☐3	☐4	☐5
19 Maude	☐1	☐2	☐3	☐4	41.	☐1	☐2	☐3	☐4	☐5
20 Monday Nite Football	☐1	☐2	☐3	☐4	42.	☐1	☐2	☐3	☐4	☐5
21 All's Fair	☐1	☐2	☐ 3	☐4	43.	☐1	☐2	☐3	☐4	☐5
22 Executive Suite	☐1	☐2	☐ 3	☐4	44.	☐1	☐2	☐3	☐4	☐5

(For each program above, be sure you've checked ONE box for Part A and ONE box for Part B.)

For each program check only ONE box in Part A and ONE box in Part B.

	PART A					PART B				
	Here's how I feel about the program:					At home, my parents tell me:				
TUESDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		I must watch it	I should watch it, but don't have to	They don't care if I do or don't watch it	I shouldn't watch it, but I may if I wish	I must not watch it
45 Local TV news	☐1	☐2	☐3	☐4	72.	☐1	☐2	☐3	☐4	☐5
46 Adam 12	☐1	☐2	☐3	☐4	73.	☐1	☐2	☐3	☐4	☐5
47 To Tell the Truth	☐1	☐2	☐3	☐4	74.	☐1	☐2	☐3	☐4	☐5
48 Baa Baa Black Sheep	☐1	☐2	☐3	☐4	75.	☐1	☐2	☐3	☐4	☐5
49 Partridge Family	☐1	☐2	☐3	☐4	76.	☐1	☐2	☐3	☐4	☐5
50 The Muppets	☐1	☐2	☐3	☐4	77.	☐1	☐2	☐3	☐4	☐5
51 Happy Days	☐1	☐2	☐3	☐4	78.	☐1	☐2	☐3	☐4	☐5
52 MASH	☐1	☐2	☐3	☐4	79.	☐1	☐2	☐3	☐4	☐5
53 Police Woman	☐1	☐2	☐3	☐4	80.	☐1	☐2	☐3	☐4	☐5
54 One Day at a Time	☐1	☐2	☐3	☐4	81.	☐1	☐2	☐3	☐4	☐5
55 Police Story	☐1	☐2	☐3	☐4	82.	☐1	☐2	☐3	☐4	☐5
56 Laverne & Shirley	☐1	☐2	☐3	☐4	83.	☐1	☐2	☐3	☐4	☐5
57 Switch	☐1	☐2	☐3	☐4	84.	☐1	☐2	☐3	☐4	☐5
58 Rich Man, Poor Man II	☐1	☐2	☐3	☐4	85.	☐1	☐2	☐3	☐4	☐5
59 Family	☐1	☐2	☐3	☐4	86.	☐1	☐2	☐3	☐4	☐5
WEDNESDAY programs										
60 Local TV news	☐1	☐2	☐3	☐4	87.	☐1	☐2	☐3	☐4	☐5
61 To Tell the Truth	☐1	☐2	☐3	☐4	88.	☐1	☐2	☐3	☐4	☐5
62 Partridge Family	☐1	☐2	☐3	☐4	89.	☐1	☐2	☐3	☐4	☐5
63 The Jeffersons	☐1	☐2	☐3	☐4	90.	☐1	☐2	☐3	☐4	☐5
64 Adam 12	☐1	☐2	☐3	☐4	91.	☐1	☐2	☐3	☐4	☐5
65 Good Times	☐1	☐2	☐3	☐4	92.	☐1	☐2	☐3	☐4	☐5
66 Hollywood Squares	☐1	☐2	☐3	☐4	93.	☐1	☐2	☐3	☐4	☐5
67 Ball Four	☐1	☐2	☐3	☐4	94.	☐1	☐2	☐3	☐4	☐5
68 The Quest	☐1	☐2	☐3	☐4	95.	☐1	☐2	☐3	☐4	☐5
69 All in the Family	☐1	☐2	☐3	☐4	96.	☐1	☐2	☐3	☐4	☐5
70 Alice	☐1	☐2	☐3	☐4	97.	☐1	☐2	☐3	☐4	☐5
71 The Blue Knight	☐1	☐2	☐3	☐4	98.	☐1	☐2	☐3	☐4	☐5

For each program above, be sure you've checked ONE box for Part A and ONE box for Part B.

Please turn the page.

For each program mark only ONE box in Part A and ONE box in Part B.

		PART A					PART B				
		Here's how I feel about the program:					At home, my parents tell me:				
	THURSDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		I must watch it	I should watch it, but don't have to	They don't care if I do or don't watch it	I shouldn't watch it, but I may if I wish	I must not watch it
99	To Tell the Truth	☐ 1	☐ 2	☐ 3	☐ 4	124.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
100	Local TV news	☐ 1	☐ 2	☐ 3	☐ 4	125.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
101	This Week: Looking In	☐ 1	☐ 2	☐ 3	☐ 4	126.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
102	Adam 12	☐ 1	☐ 2	☐ 3	☐ 4	127.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
103	Partridge Family	☐ 1	☐ 2	☐ 3	☐ 4	128.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
104	Gemini Man	☐ 1	☐ 2	☐ 3	☐ 4	129.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
105	Welcome Back, Kotter	☐ 1	☐ 2	☐ 3	☐ 4	130.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
106	Hawaii Five-O	☐ 1	☐ 2	☐ 3	☐ 4	131.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
107	Barney Miller	☐ 1	☐ 2	☐ 3	☐ 4	132.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
108	Barnaby Jones	☐ 1	☐ 2	☐ 3	☐ 4	133.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
109	Tony Randall Show	☐ 1	☐ 2	☐ 3	☐ 4	134.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
110	Nancy Walker Show	☐ 1	☐ 2	☐ 3	☐ 4	135.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
111	Streets San Francisco	☐ 1	☐ 2	☐ 3	☐ 4	136.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
112	Dick Van Dyke & Com.	☐ 1	☐ 2	☐ 3	☐ 4	137.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
	FRIDAY programs										
113	Local TV news	☐ 1	☐ 2	☐ 3	☐ 4	138.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
114	To Tell the Truth	☐ 1	☐ 2	☐ 3	☐ 4	139.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
115	Adam 12	☐ 1	☐ 2	☐ 3	☐ 4	140.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
116	Partridge Family	☐ 1	☐ 2	☐ 3	☐ 4	141.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
117	Andy Williams	☐ 1	☐ 2	☐ 3	☐ 4	142.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
118	Donny & Marie	☐ 1	☐ 2	☐ 3	☐ 4	143.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
119	Lawrence Welk	☐ 1	☐ 2	☐ 3	☐ 4	144.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
120	Sanford and Son	☐ 1	☐ 2	☐ 3	☐ 4	145.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
121	Chico and the Man	☐ 1	☐ 2	☐ 3	☐ 4	146.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
122	Rockford Files	☐ 1	☐ 2	☐ 3	☐ 4	147.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
123	Serpico	☐ 1	☐ 2	☐ 3	☐ 4	148.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

(For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

For each program mark only ONE box in Part A and ONE box in Part B.

	PART A					PART B				
	Here's how I feel about the program:					At home, my parents tell me:				
SATURDAY programs	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		I must watch it	I should watch it, but don't have to	They don't care if I do or don't watch it	I shouldn't watch it, but I may if I wish	I must not watch it
149 Local TV news	☐1	☐2	☐3	☐4	162.	☐1	☐2	☐3	☐4	☐5
150 Hollywood Squares	☐1	☐2	☐3	☐4	163.	☐1	☐2	☐3	☐4	☐5
151 Hee Haw	☐1	☐2	☐3	☐4	164.	☐1	☐2	☐3	☐4	☐5
152 Dolly	☐1	☐2	☐3	☐4	165.	☐1	☐2	☐3	☐4	☐5
153 Holmes & Yoyo	☐1	☐2	☐3	☐4	166.	☐1	☐2	☐3	☐4	☐5
154 Emergency	☐1	☐2	☐3	☐4	167.	☐1	☐2	☐3	☐4	☐5
155 Mr. T. & Tina	☐1	☐2	☐3	☐4	168.	☐1	☐2	☐3	☐4	☐5
156 Doc	☐1	☐2	☐3	☐4	169.	☐1	☐2	☐3	☐4	☐5
157 Mary Tyler Moore Show	☐1	☐2	☐3	☐4	170.	☐1	☐2	☐3	☐4	☐5
158 Starsky & Hutch	☐1	☐2	☐3	☐4	171.	☐1	☐2	☐3	☐4	☐5
159 Most Wanted	☐1	☐2	☐3	☐4	172.	☐1	☐2	☐3	☐4	☐5
160 Bob Newhart Show	☐1	☐2	☐3	☐4	173.	☐1	☐2	☐3	☐4	☐5
161 Carol Burnett Show	☐1	☐2	☐3	☐4	174.	☐1	☐2	☐3	☐4	☐5

(For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

SATURDAY MORNING PROGRAMS ON BACK.

PLEASE TURN THE PAGE.

For each program mark only ONE box in Part A and ONE box in Part B.

PART A

Here's how I feel about the program:

PART B

At home, I advise my child that he/she:

SATURDAY mornings	It's one of my favorites	It's all right ("so-so")	I don't like it	I have never seen it		Must watch it	Should watch it	I Give No Advice	Shouldn't watch it	Must not watch it
175 Tom & Jerry/Grape Ape	☐ 1	☐ 2	☐ 3	☐ 4	199.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
176 Woody Woodpecker Show	☐ 1	☐ 2	☐ 3	☐ 4	200.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
177 Sylvester & Tweety	☐ 1	☐ 2	☐ 3	☐ 4	201.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
178 The Pink Panther	☐ 1	☐ 2	☐ 3	☐ 4	202.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
179 Bugs Bunny/Road Runner	☐ 1	☐ 2	☐ 3	☐ 4	203.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
180 Jabberjaw	☐ 1	☐ 2	☐ 3	☐ 4	204.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
181 Tarzan Lord of Jungle	☐ 1	☐ 2	☐ 3	☐ 4	205.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
182 Scooby Doo/Dynomutt	☐ 1	☐ 2	☐ 3	☐ 4	206.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
183 McDuff, the Talking Dog	☐ 1	☐ 2	☐ 3	☐ 4	207.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
184 Shazam/Isis Hour	☐ 1	☐ 2	☐ 3	☐ 4	208.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
185 The Monster Squad	☐ 1	☐ 2	☐ 3	☐ 4	209.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
186 Ark II	☐ 1	☐ 2	☐ 3	☐ 4	210.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
187 The Kroffts Super Show	☐ 1	☐ 2	☐ 3	☐ 4	211.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
188 Clue Club	☐ 1	☐ 2	☐ 3	☐ 4	212.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
189 Jr. Almost Anything Goes	☐ 1	☐ 2	☐ 3	☐ 4	213.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
190 Land of the Lost	☐ 1	☐ 2	☐ 3	☐ 4	214.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
191 Fat Albert & Cosby Kids	☐ 1	☐ 2	☐ 3	☐ 4	215.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
192 Big John, Little John	☐ 1	☐ 2	☐ 3	☐ 4	216.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
193 Way Out Games	☐ 1	☐ 2	☐ 3	☐ 4	217.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
194 The Kids from C.A.P.E.R.	☐ 1	☐ 2	☐ 3	☐ 4	218.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
195 Muggsy	☐ 1	☐ 2	☐ 3	☐ 4	219.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
196 School House Rock	☐ 1	☐ 2	☐ 3	☐ 4	220.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
197 Mumbly Show	☐ 1	☐ 2	☐ 3	☐ 4	221.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
198 In the News	☐ 1	☐ 2	☐ 3	☐ 4	222.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

(For each program above, be sure you've marked ONE box for Part A and ONE box for Part B.)

MANY THANKS FOR YOUR HELP AND COOPERATION!

WICHITA STATE UNIVERSITY

WICHITA, KANSAS 67208
PHONE 316/689-3185

DEPARTMENT OF SPEECH COMMUNICATION
DIVISIONS OF:
SPEECH EDUCATION
RHETORIC AND COMMUNICATION
THEATRE ARTS
RADIO-TELEVISION-FILM
GRADUATE STUDIES

Dear Parent(s) or Guardian(s):

These questionnaires are part of a study of 5,000 school children and their parents in Sedgwick County. The study is being conducted by Wichita State University, with the approval of your school system, and with the assistance of a grant of money from a national television network. The study represents basic, honest research, and is not designed to improve the image of that network or any other network or station. The results of the study, which will be published next May, will be made available to educators, broadcasters, governmental agencies and other intested groups throughout the nation. Summaries will be given to each participating school, including the one your child attends.

We at Wichita State University are rather proud of the fact that our study was one of five selected from 327 research proposals submitted by 250 leading colleges and universities. The other four schools selected were Harvard University, University of Pennsylvania, University of North Carolina, and the University of Georgia. Notice that Wichita State University was the only school selected west of the Appalachian Mountains! We want you to share in our pride, and to know that this important study could not be accomplished without the cooperation of you and your child.

PLEASE NOTE THAT WE DO NOT ASK FOR YOUR NAME on the questionnaire, nor did we obtain the name of your child whose class was selected randomly by the administration of the public school system. You and your child both have complete privacy and it is impossible for us to identify you by name. Two questionnaires are attached--one for you and the other for the mother or father or other responsible adult in the home--each adult to answer a separate questionnaire.

Please remember that we need two answers to each program listed on pages 2 through 6--one for your attitude toward the program (Part A), and one for the guidance you give your child regarding the program (Part B).

We truly hope that this survey will provide important information to broadcasters which they must have to enable them to better adapt their programs for both children and adults. There have been a few similar studies made in big cities such as New York, Los Angeles, and Chicago. Do people in the Wichita and Sedgwick County areas differ from those in the big cities in their viewing habits and program preferences? We won't know for sure unless we get responses from you and other cooperating parents. So, please take just a few minutes, answer the questionnaires, and return them to me as soon as possible in the self-addressed (no-postage required) envelope. We need all responses in order to have a good representative sample of parents of children in the fourth to the ninth grades. Your cooperation will be most greatly appreciated! If you have any questions, please call me at 689-3185.

Again, many, many thanks!

Sincerely,

Phillip J. Mohr

Phillip J. Mohr, Ph.D.
Coordinator of Graduate Studies

WICHITA STATE UNIVERSITY

WICHITA, KANSAS 67208
PHONE 316/689-3185

DEPARTMENT OF SPEECH COMMUNICATION
DIVISIONS OF:
SPEECH EDUCATION
RHETORIC AND COMMUNICATION
THEATRE ARTS
RADIO-TELEVISION-FILM
GRADUATE STUDIES

Dear Classroom Instructor:

As you know, your school district has approved the participation of your school in a large sample survey of the television listening habits and program preferences of school children in the fourth to the ninth grades. Your class was randomly selected based on enrollment lists provided to us.

The study is being conducted by Wichita State University and is made possible by a grant from a national television network. The study represents honest, basic research and is not designed to enhance the image of that network or any other broadcasting entity. Results of this study, which will be published next May, will be made available to educators, parents and other interest groups, and broadcasters throughout the nation. Summaries of the findings will be given to each participating school, including yours.

Enclosed you will find envelopes containing the questionnaires for your class, along with some suggestions for the administration of the questionnaires. These suggestions were derived from our experience in pre-testing the questionnaires. We obviously leave this to your good judgment because you know your students better than we.

The school administration considers that the survey could well represent an educational experience. Students in the grades being surveyed are aware, in varying degrees, of public opinion polls, especially in this election year. They hear about them on television and perhaps read about them in the print media. As you well know, of course, radio and television audience surveys are a type of public opinion polling.

Perhaps you would like to devote a few minutes of discussion to the general topic of public opinion polls before handing out the questionnaires. Attached are some "examples and explanations" which you might wish to use--at your discretion, of course.

In any case, after the "introduction to public opinion polls," please pass out an envelope to each student present in your class on ____________________________________. Each envelope contains one white questionnaire for the student to complete in class, and turn in to you, and two yellow-colored questionnaires to take home in the envelope to his/her parents. Also included in the envelope is a letter addressed to the parents.

Please accept our very sincere thanks for your cooperation and assistance. It is only with the help of you and your colleagues in the school system that this study can be successful. If you have any questions, please call me at the University--689-3185.

Again, many, many thanks!

Sincerely,

Phillip J. Mohr

Phillip J. Mohr, Ph.D.
Coordinator of Graduate Studies

SUGGESTIONS FOR ADMINISTERING THE QUESTIONNAIRES

Pre-Planning

1. Please familiarize yourself with a copy of the student questionnaire.
2. The questionnaires must be administered on the day indicated in the accompanying letter.
3. In grades which are not "departmentalized," if possible have the students complete the questionnaires shortly before they go home--to lunch or at the end of the school day. If they have the envelopes (which they should take home to their parents) for too long a time, they may lose or "misplace" them.
4. Our pre-tests indicated that administration of the questionnaires may be expedited if you "lead" the students through Section One, one question at a time. If a student has a question you could answer it aloud, and others who might have the same or similar questions would benefit from hearing that answer. In Section Two, after the students understand what is desired, they may be able to proceed at their own pace. In any case, the pre-tests indicated that 25 to 40 minutes should be adequate for completion of the entire questionnaire.

Procedures During the Administration

1. After distributing the envelopes to the class, have each student take out the "student questionnaire" (white in color).
2. Announce that participation is voluntary, but you may suggest that they will enjoy filling out the questionnaire. Let them know that their answers are important.
3. Read aloud the instructions given at the top of page 1 of the questionnaire.
4. Ask the students not to discuss the questionnaires with each other when they are filling them out. We need to guard against a situation in which students would influence each other in their responses.
5. Then, if you elect, lead the class through Section One a question at a time. After the class has completed that section, call their attention to Section Two. Remind them that for each program listed in Section Two (pages 2-6), we need two answers--one for their attitude toward each program (Part A), and one for the parental guidance received about each program (Part B). If a student has never seen a program (Part A), he/she should still select an appropriate answer in Part B.
6. Answers to possible questions about specific items (based on pre-test experience):
    a. Please look at questions 14-18 and 21-32. If a student remembers watching a particular program yesterday, but can't remember the time the program was broadcast, you may assist by referring to the attached current listing of programs.
    b. With respect to the same questions, a student might ask, "What if I didn't watch during all of a half-hour period?" You may reply that for each half-hour period, if the student listened for ten or more minutes, he/she should place an "X" in the box.

Collection and Return of the Questionnaires

1. After the class has finished, collect the completed questionnaires. Remind the students to take the envelope (containing the two yellow questionnaires and a letter to their parents/guardians) home that day. Emphasize that the envelope taken home must be the same envelope the student was given in class.
2. Please fill out the attached "record of completion." Place the latter along with the completed questionnaires in the envelope provided. Instructors in U.S.D. 259 should return the "package" through the district's internal distribution system to the Office of Research and Planning (645 North Emporia.) Instructors in the other school districts should return their "packages" to their respective principals.

Follow-up Letters

Approximately three school days after administering the questionnaires (see slip attached to follow-up letters), please distribute those follow-up letters to your class and ask each student to take one home to his/her parents. From reading the letter, you can see that we hope by this means to increase the response rate from parents. Since we deliberately refrained from obtaining the names of either student or parent, we must provide this letter to all students/parents. It will serve as a vehicle for thanking those parents who have returned their questionnaires as well as "reminding" those who haven't.

Many thanks for your time and cooperation!

"UNIT OF INSTRUCTION" ON PUBLIC OPINION POLLS

Note: Here are some possible explanations and illustrations to use in this "unit of instruction." You may have better ones, and in any case you know your class better than we do. Adaptation, of course, should be made to the general level of "sophistication" of your class.

Most of you have heard or read about "public opinion polls." During the presidential election campaigns, you may have heard about the "Gallup Poll" or the "Harris Poll" or others. These polls reported that a certain per cent of the voters were in favor of Gerald Ford or Jimmy Carter. How do these people such as Gallup and Harris make up their polls?

Gallup and Harris (and others) contact a number of people and ask them for their opinions. Polls may be done by talking to people in their homes, or on the telephone, or by asking them to answer questionnaires. Then, opinions obtained from these people are counted. If the number of people is large enough, and if these people are similar to all voters, then Gallup and Harris estimate that the opinions of these people interviewed are like the opinions of all voters.

The basis of public opinion polls is "sampling". (Several examples follow.)

1. Suppose ten people are invited to a party. They all ate some cake. If you want to find out if they thought the cake was good or bad, but you don't have time to ask all ten people, then you could ask only a few people. If you asked three people and all three agreed the cake was good then you could say that all ten of the people thought the cake was good. But if one of the three people thought the cake was bad and two thought it was good, you would say that 1/3 of the people didn't like it, but 2/3 of the people did like it.

2. Suppose you wanted to find out whether students in the school, if they had a choice, would rather have cherry pie or apple pie for lunch or perhaps neither one. It would not be necessary to ask every student. You could pick a few classes out of all the classes in the school and ask those students. If the "chosen" classes were similar to the rest of the classes, then we could say that whatever kind of pie they liked best, then that kind of pie would be the favorite of all the students. The more students we ask, the better our estimates/guesses will be.

It isn't necessary to ask all people what they think about a given subject, only some of them, to find the answers to our questions. The whole idea of public opinion polling is based on "sampling". We ask some people what they think, and then we estimate that all people believe the same way.

Today, we're going to participate in a real public opinion poll. Wichita State University wants to know some things about students in the 4th, 5th, 6th, 7th, 8th, and 9th grades in the schools in Wichita and Sedgwick County. The University wants to know when students listen to television, and what television programs they like or dislike. Now, there are about 30,000 of these students in Sedgwick County. Of course, it would be very difficult and take lots of time and money to talk to each of those 30,000 students. So, the University has selected several classes in each of the grades, with each class being about the size of this class. See what they're doing? They're "sampling" the opinions of some but not all of the 30,000. The University believes that what you and the other classes say about television will be true of all 30,000 students.

To get your opinions, the University has provided a questionnaire for you to answer. These are envelopes that I'm going to pass out--each has three questionnaires, a white one and two yellow ones. The white one you will answer and turn in to me at the end of the class period. The two yellow questionnaires are for your parents, and you should take them home in the envelope at the end of school today. You see, the University is also interested in what the parents of students think about television programs. So, I'm now going to give each of you an envelope.

Note to Classroom Instructor: For here on, we rely on your good judgment for the administration of the questionnaires--whether you want each individual student to complete the questionnaire at his or her own pace, or whether you want the class to proceed together, one question at a time. In any case, please be sure to remind the students later to take the envelope and yellow questionnaires home to their parents that day.

Again, many thanks for your patience, perseverance, fortitude, and cooperation!

CURRENT LISTINGS

SUNDAY AFTERNOON AND EVENING, NOVEMBER 14 (3:30 - 10:00)

3:30	The Pleasure of His Company (movie)	NFL Football	NFL Football
5:30	Local news		
6:00	60 Minutes	Wonderful World of Disney	News
6:30	Sounder (movie)		
7:00	Sonny & Cher Show	Sybil	Patton (movie)
7:30			
8:00	Kojak		
8:30			
9:00	Delvecchio		

WEEKDAYS 3:30-6:00

3:30	Flintstone	Gambit	Andy Griffith
4:00	Bewitched	Mike Douglas	Gilligan's Island
4:30	Emergency		My Three Sons
5:00	News		
5:30	NBC Nightly News	Cronkite (news)	News

MONDAY, NOVEMBER 15

6:00	News	To Tell the Truth	
6:30	Wild Kingdom	Adam 12	Partridge Family
7:00	Rhoda	Little House on the Prairie	The Captain & Tennille
7:30	Phyllis		
8:00	Maude	Monday Nite Football	
8:30	All's Fair		
9:00	Executive Suite		

TUESDAY, NOVEMBER 16

6:00	News	To Tell the Truth	
6:30	The Muppets	Adam 12	Partridge Family
7:00	Baa Baa Black Sheep	Happy Days	
7:30	Laverne & Shirley		
8:00	MASH	Police Woman	Rich Man, Poor Man II
8:30	One Day at a Time		
9:00	Switch	Police Story	Family

-OVER-

WEDNESDAY, NOVEMBER 17

6:00	News	To Tell the Truth	
6:30	Mary Tyler Moore Show	Adam 12	Partridge Family
7:00	Good Times	Hollywood Squares	Dorothy Hamill Show (special)
7:30	The Jeffersons		
8:00	Movie	John Denver (special)	
8:30			
9:00	The Blue Knight	The Quest	Olivia Newton John (special)

THURSDAY, NOVEMBER 18

6:00	News	To Tell the Truth	
6:30	This Week: Looking In	Adam 12	Partridge Family
7:00	Van Dyke & Com.	Welcome Back, Kotter	
7:30	Barney Miller		
8:00	Hawaii Five-O	The Tony Randall Show	
8:30	The Nancy Walker Show		
9:00	Barnaby Jones	Gibbsville	Streets of San Francisco

Record of Completion

On_____________________ _____________, my class completed the questionnaires
(day and date of month)

accompanying this "record."

Number of students currently enrolled ____________

Number of students completing questionnaires _____

Number of students absent on the day the questionnaires were adiministered _________

(Please return the unused copies of the questionnaire along with the completed ones. Don't attempt to follow up on those absent.)

____
Name of Instructor

____
Name of school and U.S.D. Number

____
Grade, and Section/Period

Please distribute these "follow-up" letters to your class on

____

The students should be asked to take them home to their parents.

(Note to the instructors accompanying the first wave of "follow-up" letters, a copy of which is reproduced on the next page)

Dear Instructor:

Recently, your students completed questionnaires on their television viewing habits and program preferences. Also, as you know, the students took home questionnaires for their parents to complete and return directly to me. Thusfar, we have received about 40% of the parents' questionnaires.

Today, in an attempt to increase the number of parental responses, will you once again give one of the attached "follow-up" letters to each student who participated in the survey, and ask the student to take it home to his/her parents? Since we deliberately refrained from obtaining either the student's or parents' names, we must provide the letter to all of the participating students. This second "follow-up" letter will again serve as a means of both thanking the parents who have returned their questionnaires and "reminding" those who haven't.

This is the last time we'll trouble you. Needless to say, we appreciate so very much your cooperation and assistance in what we believe is a most important study.

Sincerely,

Phillip J. Mohr, Ph.D.
Coordinator of Graduate Studies
in Communications
Wichita State University

(Note to the instructors accompanying the second wave of "follow-up" letters, a copy of which is reproduced on the next page)

WICHITA STATE UNIVERSITY

WICHITA, KANSAS 67208
PHONE 316/689-3185

DEPARTMENT OF SPEECH COMMUNICATION
DIVISIONS OF:
SPEECH EDUCATION
RHETORIC AND COMMUNICATION
THEATRE ARTS
RADIO-TELEVISION-FILM
GRADUATE STUDIES

Dear Parent(s) or Guardian(s):

A few days ago, your child brought home two questionnaires for you to answer. These were contained in a self-addressed (no-postage required) return envelope. They asked for your attitude toward specific television programs that are broadcast in the evenings and on Saturday mornings. (Your child answered a similar questionnaire at school.)

Many of the parents have returned their questionnaires. However, since we have been very careful not to obtain the names of either the child or the parents, we do not know who have returned theirs. If you have returned yours, please accept our very sincere thanks for your cooperation. If you haven't, would you mind taking just a few minutes to complete them as we would like very much to have all completed questionnaires in order to have a good representative cross-section.

The envelope contained two questionnaires on the assumption that in most households there are two parents or other responsible adults. Where there are two in your household, we would appreciate having both questionnaires completed. If there is only one responsible adult, then just return the one completed questionnaire.

Again, many, many thanks for your time and help.

Sincerely,

Phillip J. Mohr

Phillip J. Mohr, Ph.D.
Coordinator of Graduate Studies
in Communication

djb

WICHITA PUBLIC SCHOOLS
EDUCATIONAL SERVICES BUILDING
640 North Emporia
WICHITA, KANSAS 67214

Division of Research, Planning, and Development Services

October 27, 1976

Action Requested
November 15-19, 1976

TO: Selected Building Principals
and Selected Instructors

FROM: A. W. Dirks, Director
Research, Planning, and Development
C. D. Liechti, Director
Administrative Research

SUBJECT: Participation in Approved Research Project

As you know, USD 259 has a Research Council to screen and approve all proposed research projects which involve pupils and/or staff in USD 259. Recently, one such project was approved and is being conducted by Dr. Phillip J. Mohr, Coordinator of Graduate Studies, Department of Speech Communication at Wichita State University. Earlier, Dr. Mohr was successful in obtaining a grant awarded by ABC-TV to conduct a study of viewing habits and parental guidance in TV viewing for pupils in grades four through nine in Sedgwick County.

USD 259, along with the other nine Unified Districts in the county, will be participating in this large sample survey research project. The survey will be conducted the week of November 15-19, 1976. Selected class sections and instructors should receive packets of materials prior to that week. Since a large number of class groups (184) were selected in USD 259, we insisted that this experience for pupils be one that was instructional in nature. Therefore, the materials prepared by Dr. Mohr include not only suggestions for administering the questionnaires, but will also include suggestions regarding a way instructors can make this activity a small unit of instruction.

We view participation on the part of pupils and instructors as being voluntary. However, we also feel that a study of this nature should provide valuable data for our school system. We would encourage you and selected instructors to assist Dr. Mohr in any way you can to successfully complete the questionnaire process in this study. When the student questionnaires have been completed, they should be packaged and returned to the Research Dept., Educational Services Building.

(over)

We appreciate the time and effort you take in assisting us with the completion of this project. The following instructor(s) and class section(s) were randomly selected to participate in this survey.

Teacher:

WICHITA STATE UNIVERSITY

WICHITA, KANSAS 67208
PHONE 316/689-3185

DEPARTMENT OF SPEECH COMMUNICATION
DIVISIONS OF:
SPEECH EDUCATION
RHETORIC AND COMMUNICATION
THEATRE ARTS
RADIO-TELEVISION-FILM
GRADUATE STUDIES

September 27, 1976

Dear Parent:

With the approval and cooperation of the public schools, Wichita State University is conducting a survey of the television viewing habits and program preferences of students in the fourth to the ninth grades. Information obtained from this survey should assist the broadcasting industry in programming for our youthful television viewers, and should be of great interest also to parents and educators.

In the near future, printed questionnaires will be given to students in the class in which your child is enrolled. On the questionnaires students will be asked identical questions about the times they listen to television and about their attitudes ("like" or "dislike") toward specific television programs broadcast in the evenings and on Saturday mornings.

Pretesting of the easy-to-read, "check-list" type of questionnaire indicates that only about 30 minutes will be required to complete the answers, and we believe that the children will, in fact, enjoy filling it out. Upon completion, all questionnaires will be collected by the teachers and returned to me. To ensure privacy and anonymity, the students will be instructed not to write their names on the questionnaires.

Participation, of course, is voluntary. Naturally, we want to obtain an accurate, representative, cross section of the students in the six grades. To get this, we need participation by all of the randomly selected students, including your child.

To assist us, will you please complete and sign the attached form and have your child return it to his or her teacher tomorrow, or the next day your child attends school?

We will be most grateful for your cooperation in what we believe will be a worthwhile and enlightening study.

Again, many thanks!

Sincerely,

Phillip J. Mohr

Phillip J. Mohr, Ph.D.
Coordinator of Graduate Studies
in Communication

PJM:mlc

Permission to Participate

I hereby grant permission for ____
(please print first name, middle initial and last name of your child)

who is enrolled in the __________ grade at ____________________________________
(name of school)

in __________________________________ (name of town or city) to participate in a survey of children's television listening habits and program preferences. I understand that the survey will be conducted by Wichita State University with the approval of the public school system.

____
Date

____
Signature of parent of guardian or responsible adult

REFERENCES

Babbie, E. R. *Survey Research Methods*. Belmont, California: Wadsworth Publishing Co., 1973.

Black, J. A., and Champion, D. J. *Methods and Issues in Social Research*. New York: John Wiley & Sons, Inc., 1976.

Bower, R. T. *Television and the public*. New York: Holt, Rinehart and Winston, Inc., 1973.

Carter, Malcolm N. NBC plans less violence in fall shows. *The Wichita Eagle and Beacon*, January 28, 1977, Section B, 5.

CBS says body count is declining on TV. *Broadcasting*, December 8, 1975, 68.

CBS-TV threatened with day in court unless it changes family-viewing ways. *Broadcasting*, October 20, 1975, 42.

CPT's Gerber on family viewing. *Broadcasting*, September 29, 1975, 41.

Face off. *Broadcasting*, February 21, 1977, 46.

Family hour takes a beating from religion. *Broadcasting*, September 22, 1975, 25-26.

Family hour: Viewing up for young, off for adults. *Broadcasting*, Octover 6, 1975, 24.

Gorsky, J. A. The influence of televised crime and violence on children. *Kansas Speech Journal*, 1970, 31, 17-37.

Greenberg, B. S., Ericson, P. M., and Vlahos, M. Children's television behaviors as perceived by mother and child. In E. A. Rubinstein, G. A. Comstock, and J. P. Murray (Eds.), *Television and social behavior*, Vol. 4. Washington, D. C.: U. S. Government Printing Office, 1972.

Hess, R. D. and Goldman, H. Parents' views on the effect of television on their children. *Child Development*, 1962, 33, 411-426.

How long can a family hour last? *Broadcasting*, December 8, 1975, 68.

Judge says networks, NAB, FCC all acted illegally on family viewing. *Broadcasting*, November 8, 1976, 21.

Leifer, A. D., Gordon, J. J., and Graves, S. B. Children's television more than mere entertainment. *Harvard Educational Review*, 1974, 44, 213-45.

LoSciuto, L. A. A national inventory of television viewing behavior. In E. A. Rubinstein, G. A. Comstock, and J. P. Murray (Eds.), *Television and social behavior*, Vol. 4. Washington, D. C.: U. S. Government Printing Office, 1972.

Lyle, J. and Hoffman, H. R. Children's use of television and other media. In E. A. Rubinstein, G. A. Comstock, and J. P. Murray (Eds.), *Television and social behavior*, Vol. 4. Washington, D. C.: U. S. Government Printing Office, 1972.

Mohr, P. J. The radio listening habits and program preferences of Sedgwick County school children in the fourth to ninth grades. Masters thesis, University of Wichita, 1947.

Musgrave, P. How children use television. *New Society*, 1969, 13, 277-278.

Nachmias, D., and Nachmias, C. *Research Methods in the Social Sciences*. New York: St. Martin's Press, Inc., 1976.

National Association of Broadcasters, *A Broadcast Research Primer*. New York: NAB, 1966.

National PTA urges members to keep logs on TV violence. *The Wichita Eagle and Beacon*, April 16, 1977, Section A, 8.

Networks think it's for real as advertisers scramble for antiviolence bandwagon. *Broadcasting*, February 14, 1977, 29.

Nielsen, A. C. *The National Television Audience, 1976*. New york: A. C. Nielsen Company, 1976.

Rue, V. M. Television and the family: The question of control. *The Family Coordinator*, January 1974, 73-81.

Schramm, W., Lyle, J., and Parker, E. *Television in the lives of our children*. Stanford: Stanford University Press, 1961.

Surgeon General's Scientific Advisory Committee. Report to the Surgeon General. *Television and growing up: The impact of televised violence*. Washington, D. C.: U. S. Government Printing Office, 1972.

Violence: what people think, what TV is doing about it. *Broadcasting*, February 7, 1977, 68-69.

Walling, J. I. The effect of parental interaction on learning from television. *Communication Education*, 1975, 25, 16-24.

Warnick, D. P., and Lininger, C. A. *The Sample Theory: Theory and Practice*. New York: McGraw-Hill, 1975.

Winfrey, Lee. Study shows family hour a ploy. *The Wichita Eagle and Beacon*, April 3, 1976, Section B, 10.